



# SPRING 2021 TCAP RELEASE

August 2, 2021



# BEST FOR ALL

We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL HAVE  
ACCESS TO A HIGH-QUALITY EDUCATION,  
NO MATTER WHERE THEY LIVE

## STUDENT READINESS

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TENNESSEE PUBLIC SCHOOLS WILL BE  
EQUIPPED TO SERVE THE ACADEMIC  
AND NON-ACADEMIC NEEDS OF ALL  
STUDENTS IN THEIR CAREER PATHWAYS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH FOR  
THE EDUCATION PROFESSION AND BE  
THE TOP STATE TO BECOME AND REMAIN  
A TEACHER AND LEADER FOR ALL



# Special Recognition

Thank you to Governor Bill Lee, state legislators, districts, schools, teachers, partners, families and communities for being proactive in making education a priority in Tennessee.

**Tennessee has led the nation and already put strategic measures in motion to combat predicted negative impacts resulting from the COVID-19 pandemic.**

Together, educators and families have made tremendous efforts to support children and keep on pace. While it will take time to see the full payoffs of these efforts, Tennesseans have demonstrated their commitment to accelerating student achievement.

**Now is the time for all Tennesseans to keep focused on doing what it takes to support our students and set them on a path to success.**



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# PART I

## TCAP Administration and State Data



# TCAP Results Demonstrate Urgent Need



- Districts and schools across Tennessee worked incredibly hard during the pandemic to provide services to our students.
- Both **schools and families demonstrated a shared commitment** to finding out how our students are performing by achieving a 95% student participation rate on the statewide Spring 2021 TCAP.
- Disruptions to education as a result of the pandemic have led to expected declines in academic proficiency in the state, across all subjects and grade bands. **These declines were mitigated as a direct result of the hard work of our educators and families.**
- While declines in proficiency were expected, families, school systems, and the public need **access to information that will help drive strategic decision-making** to support accelerating student achievement in the years to come.

**Tennessee is well-prepared and will continue to focus on doing what's best for our kids.**

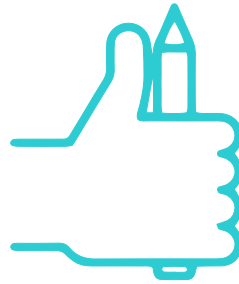
# State Framework for Response

The Tennessee Department of Education will operate with a forward-looking, proactive, and optimistic lens, based on what is possible for students. The state response is firmly rooted in our strategic plan for education, Best for All.



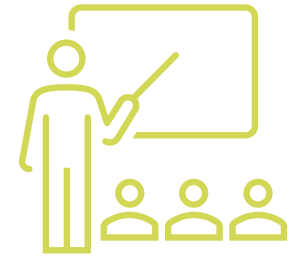
## ACADEMICS

A strong focus on early literacy and math, with additional learning time delivered through high-dosage tutoring and summer programming.



## STUDENT READINESS

Providing students with the pathways and supports they need through innovative high schools and access to advanced courses and non-academic supports.



## EDUCATORS

Eliminate teacher vacancies and support strong professional growth and learning through Grow Your Own programs and opportunities.

# TCAP Administration Successes



**SPRING  
2019**

**FALL  
2019**

**FALL  
2020**

**SPRING  
2021**

Smooth full TCAP  
administration.

Smooth online  
administration  
of high school End  
of Course (EOC)  
and science  
exams.

Successful  
paper-based EOC  
administration  
with new  
assessment  
vendor.

Successful  
high school EOC  
administration,  
despite COVID  
challenges.

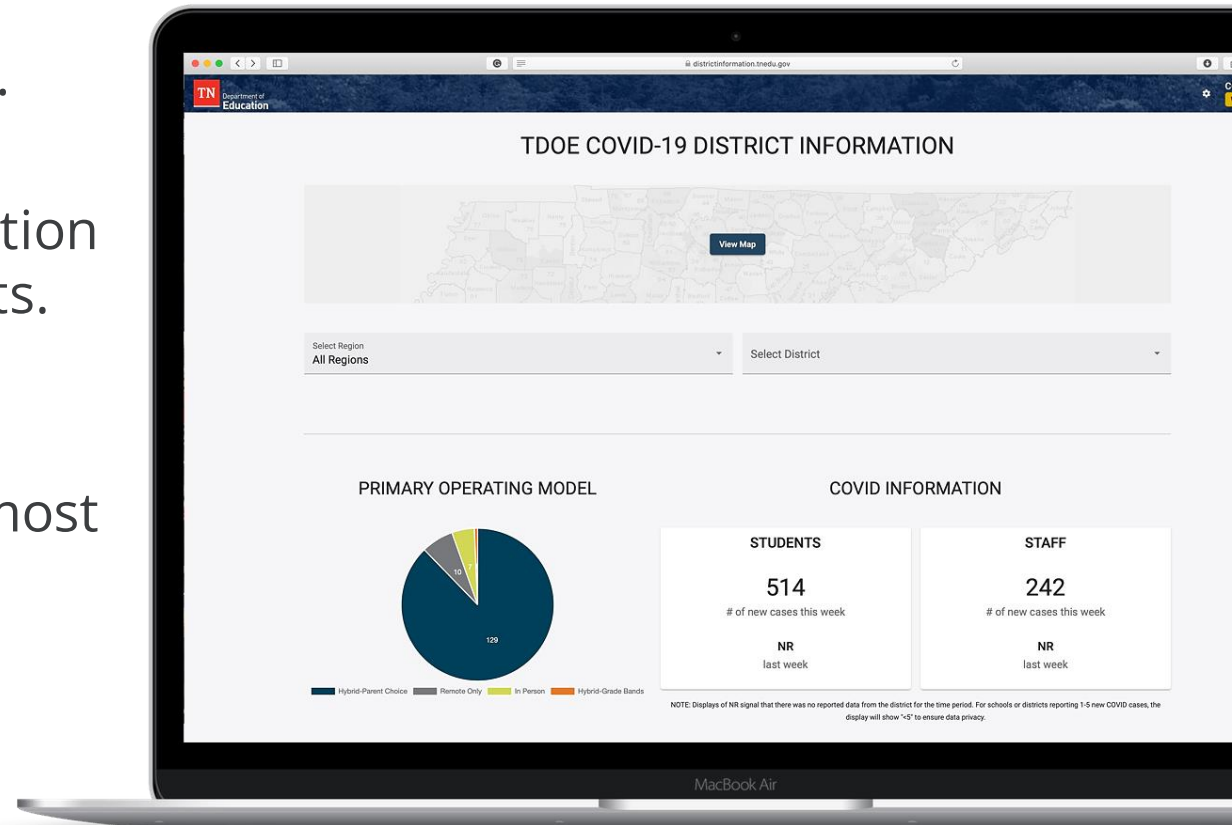
Spring 2020  
testing was  
suspended for all  
grades.

Successful full TCAP  
administration.

Strong 95%  
statewide student  
participation rate  
due to testing  
flexibilities and the  
efforts of schools  
and districts.

# Context for 2020-21 Spring TCAP

- The models “In person”, “Hybrid”, and “Remote” represent the primary ***district operating models*** for the 2020-21 school year, as reported to the Tennessee Department of Education via the COVID-19 District Information Dashboard.
- Not all districts had proportionate representation of student groups participating in assessments.
- These analyses do not include the results of TCAP-Alt assessments (for students with the most significant learning disabilities.)

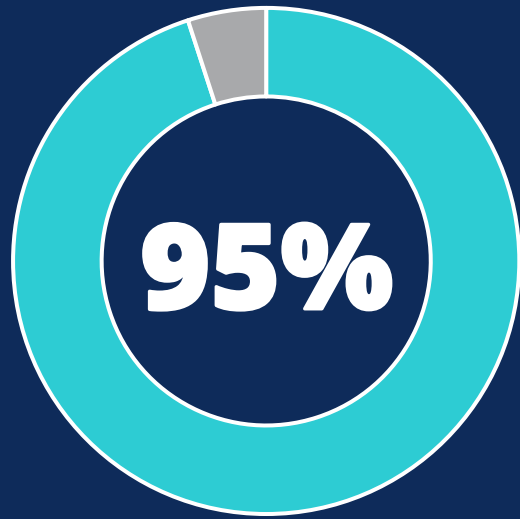


# Efforts to Maximize Student Participation in TCAP

- ✓ **Offered flexibility in test administration** as a result of the disruptions due to COVID-19
  - Expanded available use of off-site testing locations
  - Increased flexibility for local testing schedules
  - Provided guidance to support a larger number of assessment proctors
  - Enhanced guidance on Medical Exemptions for COVID-impacted students
- ✓ Dramatically increased choice within **expanded test administration** windows
  - Expanded TCAP window options, with three times more calendar days to work with than any prior year
  - Provided for student make-ups across testing windows, for greater flexibility and access
  - Allowed extensions and provided additional testing options for all state tests, including WIDA and ACT
- ✓ **Maintained robust customer service**, including guides and resources to support districts
  - Supported maximizing participation through toolkits and checklists documents
  - Provided peer support and highlighted profiles of real-time district solutions
  - Developed sample communications and social media tools
  - Hosted daily webinars, office hours, weekly updates, virtual trainings to support districts
- ✓ Worked with many **districts to set and meet clear participation rate goals**
  - Increased communications with parents
  - Set clear goals and tactics, customized by school and community
  - Co-created ways to incorporate positivity, joy, and celebrations surrounding testing activities



# Student Participation



**State TCAP  
PARTICIPATION RATE**



**100% of DISTRICTS  
MET THE 80%  
“hold harmless” target**

\*Breakdown of data in Appendix

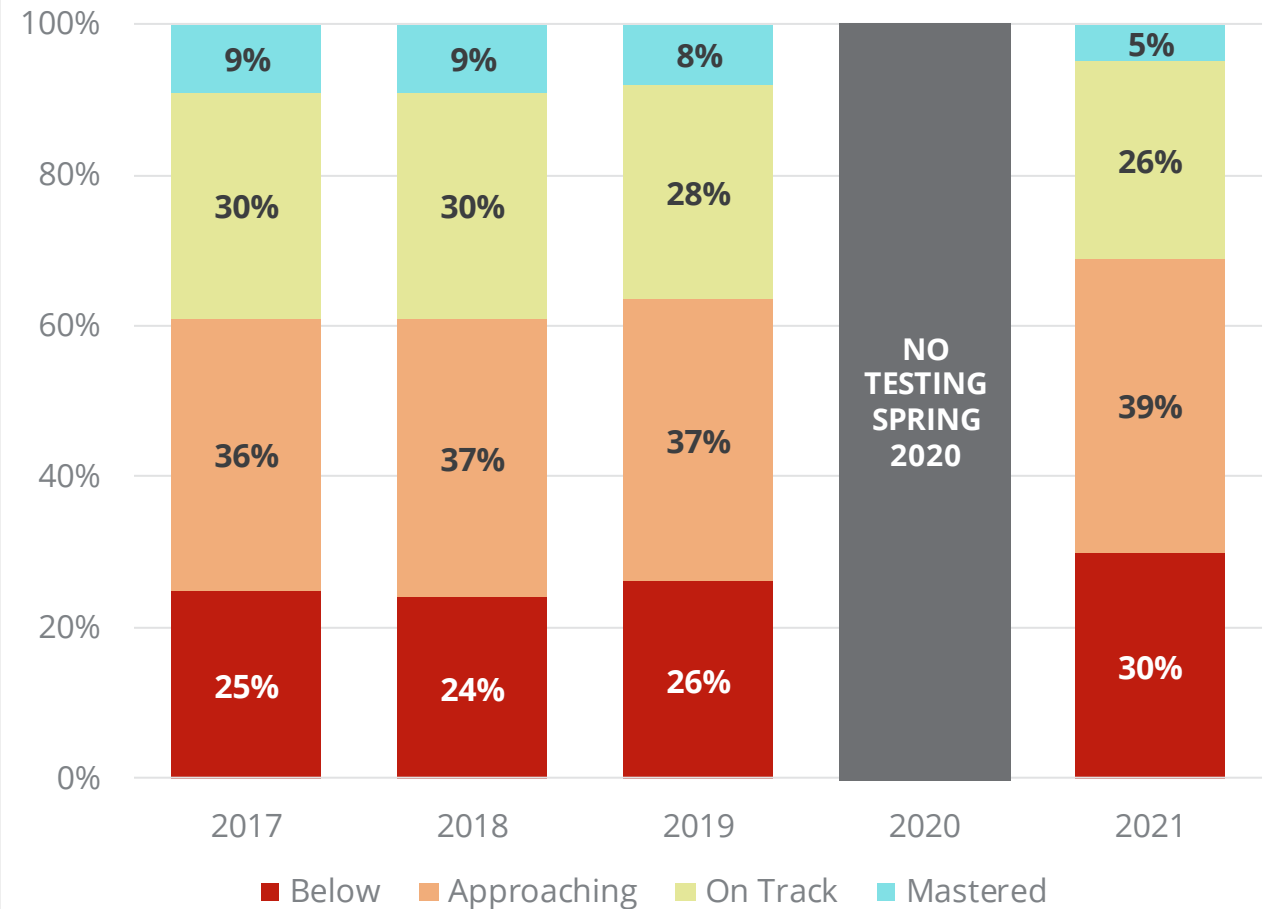


# COMBINED PROFICIENCY

## OVERVIEW: ALL STUDENTS, GRADES & SUBJECTS

### KEY TAKE-AWAYS

- 2020-21 TCAP data shows **decreases** in students scoring **Mastered** and **On Track** and **increases** in students scoring **Approaching** and **Below**.
- While this year's results track with state projections, Tennessee prevented the severe proficiency drops that some states have experienced due to the pandemic due to the extraordinary efforts of our school systems and families.
- Students whose scores were most negatively impacted were **economically disadvantaged** students, **urban/suburban** students, **English learners**, and **students of color**.
- **Proactive State Solutions:** 2021 Special Legislative Session legislation; Strategic investments in summer programming; Reading 360 initiative; TN ALL Corps; Innovative High Schools; Student Support Grants; Grow Your Own; Family Resources

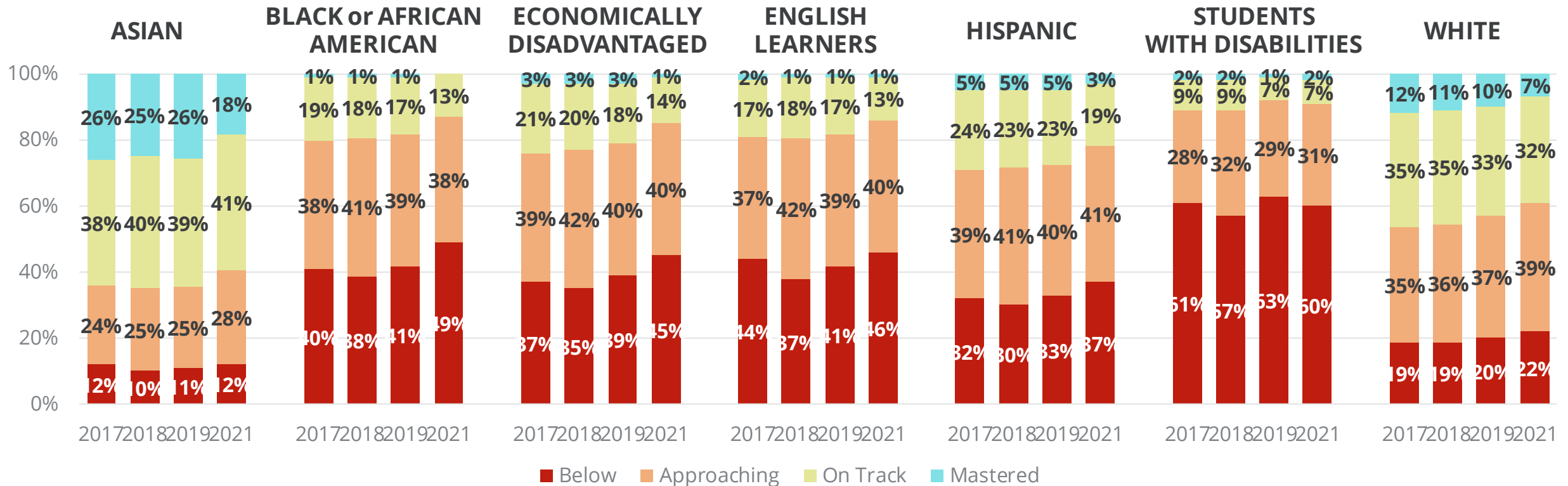


SOURCE: Tennessee Department of Education, 2021



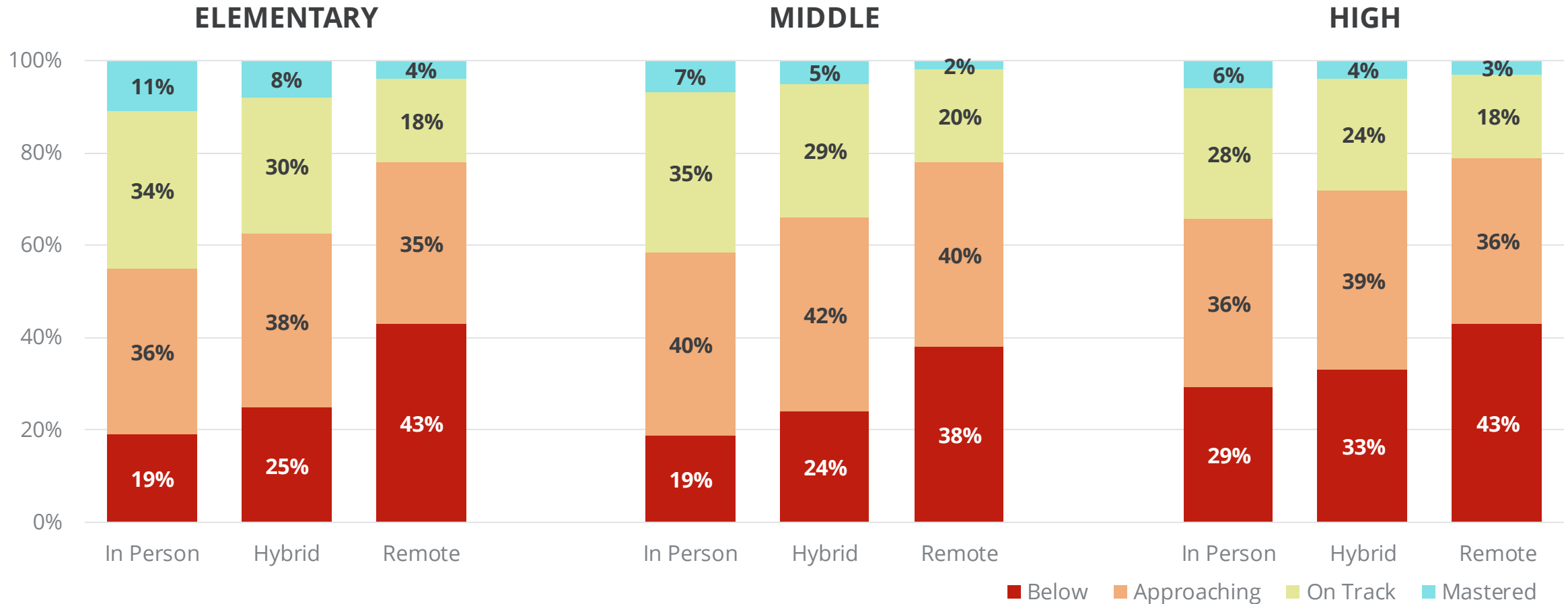
# COMBINED PROFICIENCY

## RESULTS BY STUDENT GROUP



Declining proficiency rates over the past five years have been a challenge across most student groups. Because children across the state experienced the pandemic differently, learning supports should be tailored and targeted to individual student needs.

# 2020-21 PROFICIENCY BY OPERATING MODEL



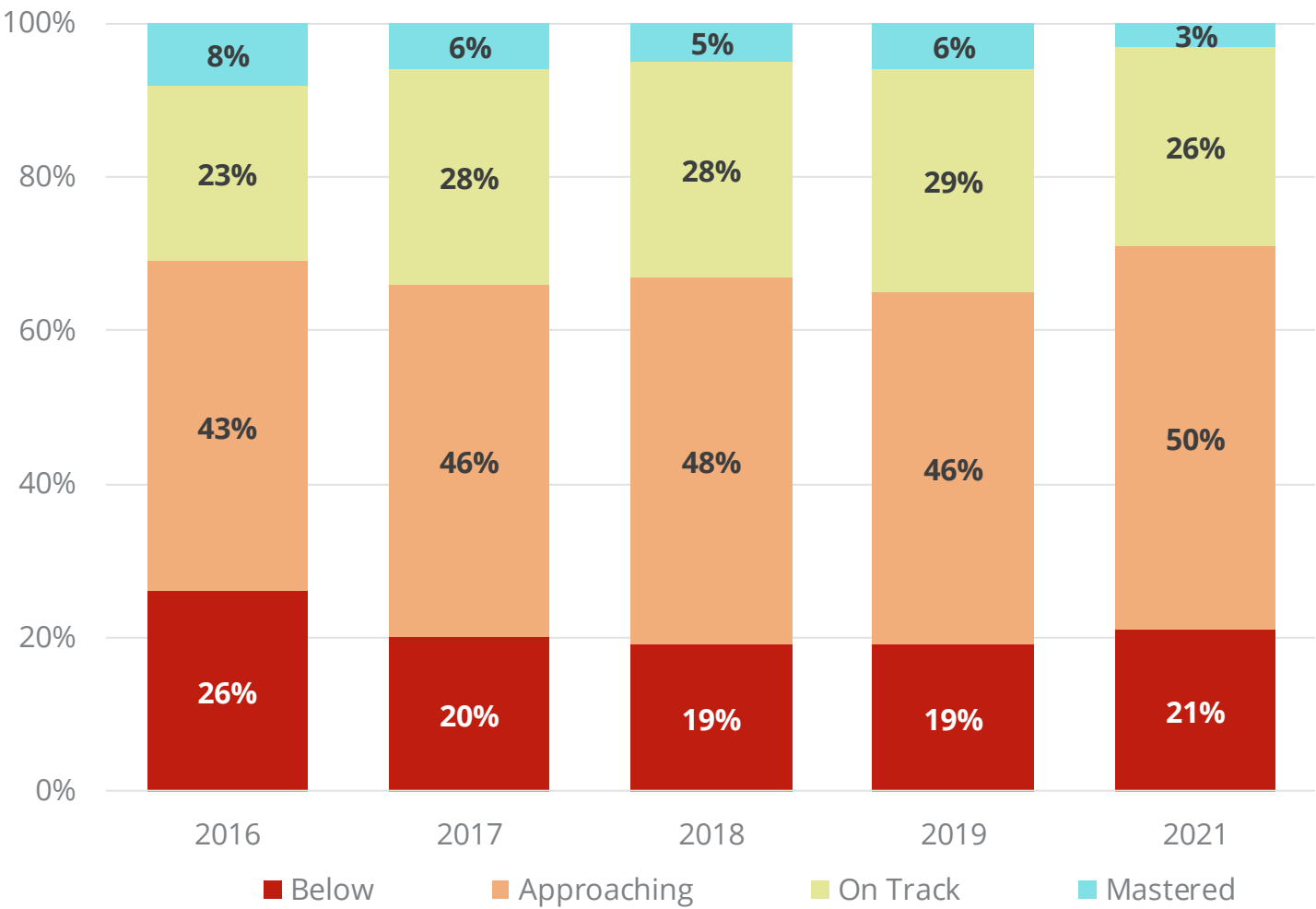
Students learning in person were more likely to score **On Track** or **Mastered**.  
Tennessee districts did exceptional work to keep school buildings open; however, even students attending in person may have missed classroom learning time due to quarantine, demonstrating the widespread impact of the pandemic.

SOURCE: Tennessee Department of Education, 2021

# ALL STUDENTS OVERVIEW

## KEY TAKE-AWAYS

- 3 in 10 Tennessee students are meeting grade level expectations in English Language Arts (ELA).
- Overall proficiency in ELA dropped 5 points from 2019.
- **Proactive State Solutions:** Summer Programming; TN Literacy Success Act and Reading360; TN ALL Corps; personalized reading supports with district networks

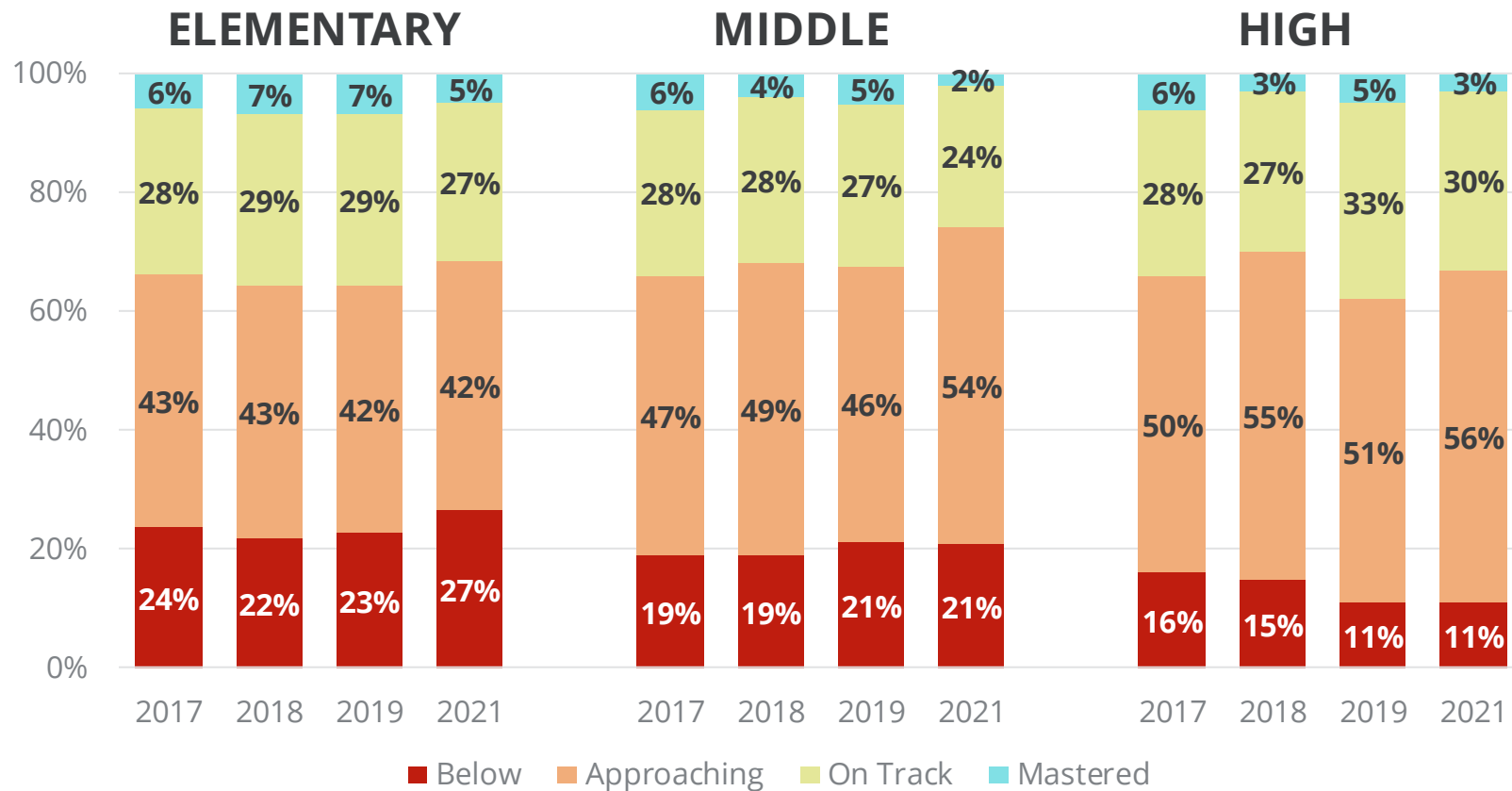


SOURCE: Tennessee Department of Education, 2021

## OVERVIEW

### KEY TAKE-AWAYS

- In ELA, 2<sup>nd</sup> & 3<sup>rd</sup> grades scores show **large increases in students scoring Below**.
  - 68% of 2<sup>nd</sup> graders scored Below
  - 47% of 3<sup>rd</sup> graders scored Below
- Students scoring **Below** in 2<sup>nd</sup> and 3<sup>rd</sup> grades are typically those who are **not able to read proficiently**.
- The largest categorical drops in ELA across each test were in **writing and conventions of writing**.

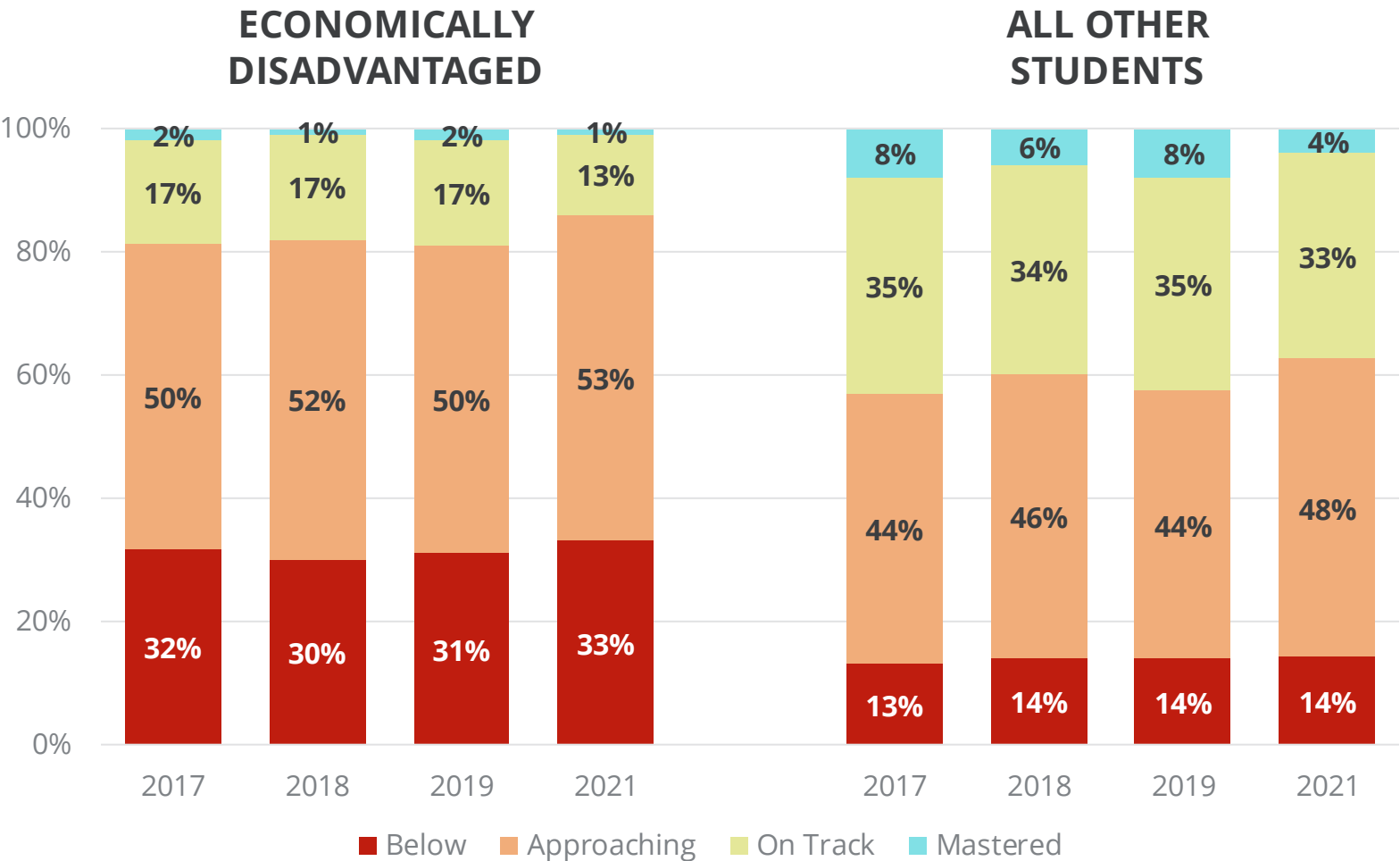


# RESULTS BY INCOME

## KEY TAKE-AWAYS

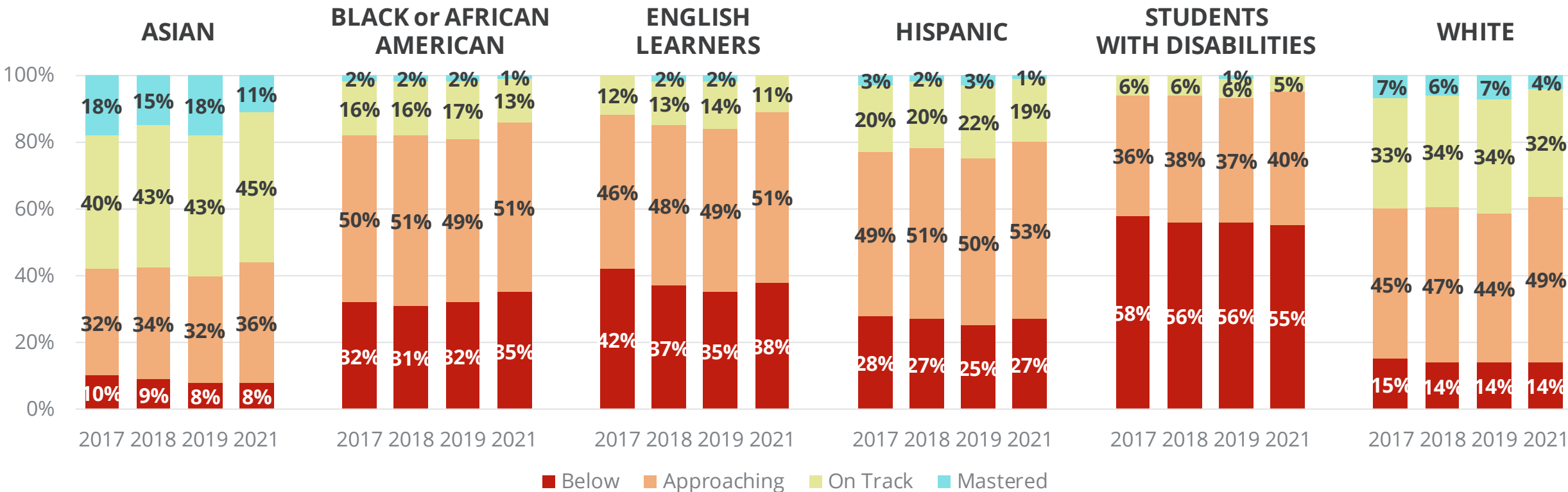


**1 in 7**  
**economically**  
**disadvantaged students**  
 is meeting grade level  
 expectations in English  
 Language Arts.



SOURCE: Tennessee Department of Education, 2021

# RESULTS BY STUDENT GROUPS



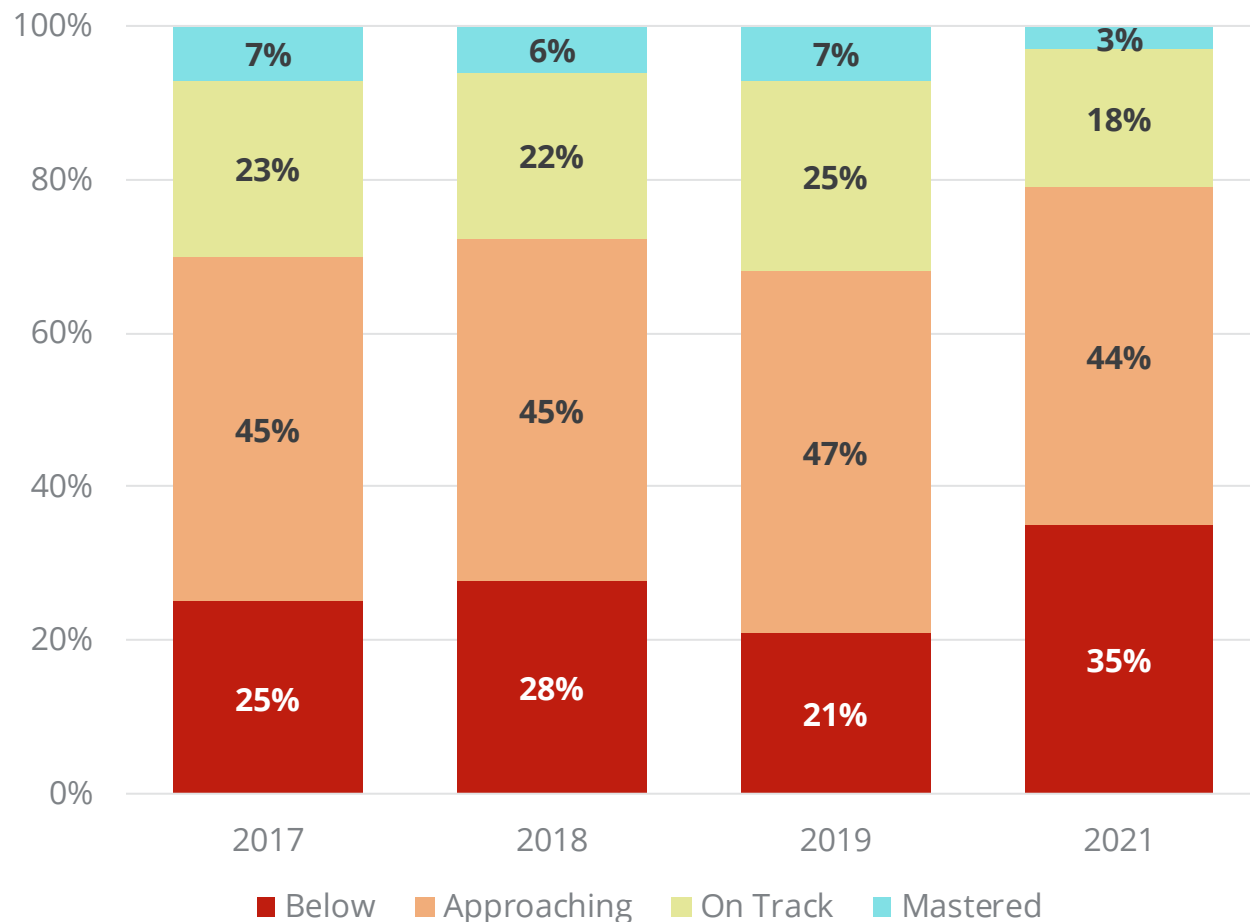
## KEY TAKE-AWAYS

ELA proficiency rates dropped 4 - 6 points across racial and ethnic lines.

Achievement gaps present before the pandemic have persisted or widened.



# SPOTLIGHT: GRADE 2 ELA



***\*Grade 2 ELA TCAP is an optional test and data represents about half of all TN 2<sup>nd</sup> grade students.***

## KEY TAKE-AWAYS

- Districts report that the ***youngest students struggled the most with remote learning.***
- While all grade levels' performance in ELA decreased, the **drop was most significant in 2<sup>nd</sup> grade TCAP\***.
- These declines suggest that the state-required **universal screening data for reading**, to begin being reported in Fall 2021, will be critical for educators to screen and diagnose gaps for our youngest learners.
- **Proactive State Solutions:** Strong investments in summer programming; Reading 360 initiative with family resources; TN ALL Corps tutoring supports; personalized online math and reading supports for students; district support networks.

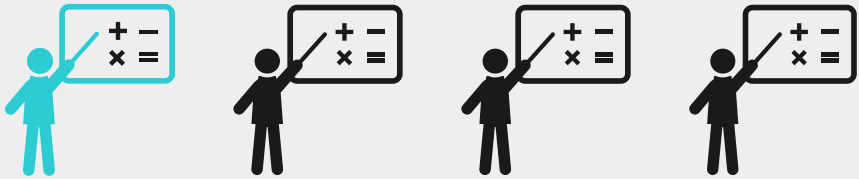
SOURCE: Tennessee Department of Education, 2021



# MATH

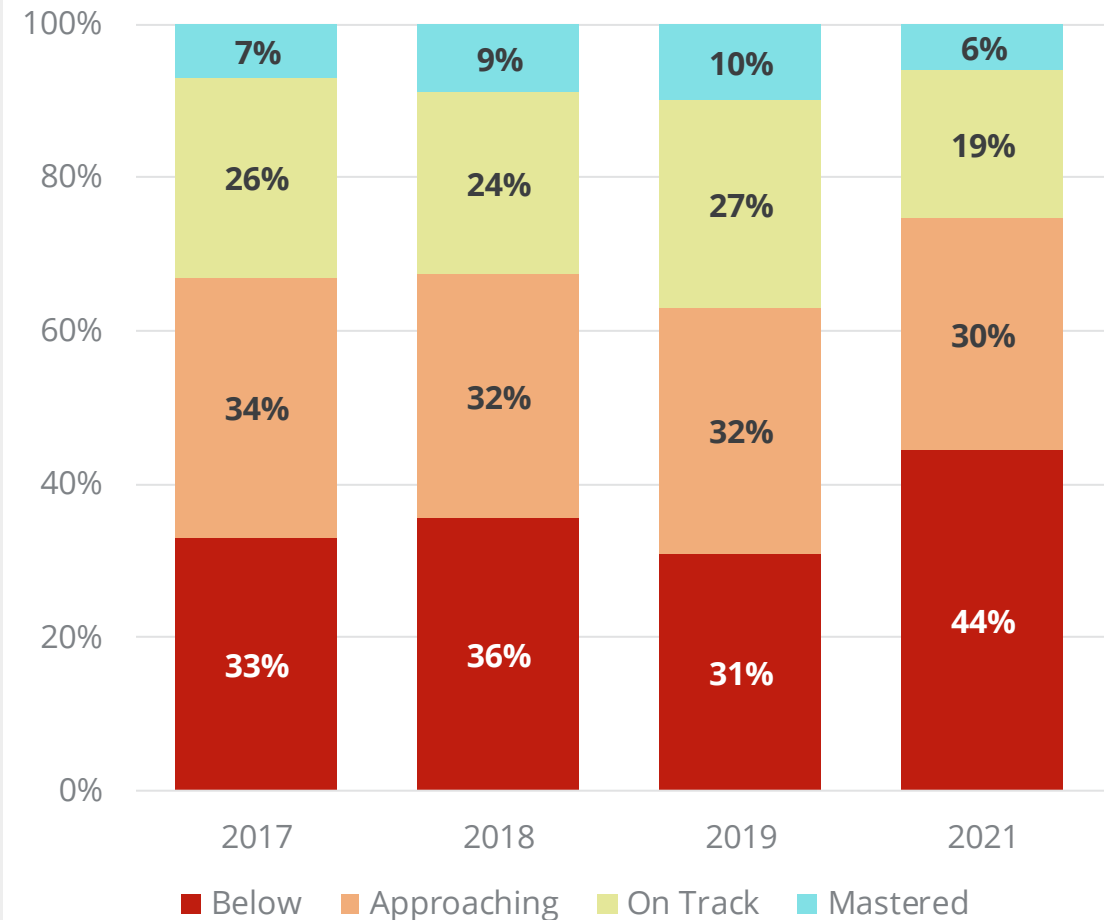
## ALL STUDENTS OVERVIEW

### KEY TAKE-AWAYS



**1 in 4 Tennessee students**  
is meeting grade level expectations in math.

- Consistent with national trends, **math saw the sharpest declines** of any subject area besides science, as projected. Overall proficiency dropped 12 points from 2019.
- The greatest drops across subject areas were **understanding and using mathematical notation** to describe quantitative relationships and situations.
- **Proactive State Solutions:** Investments in math adoption



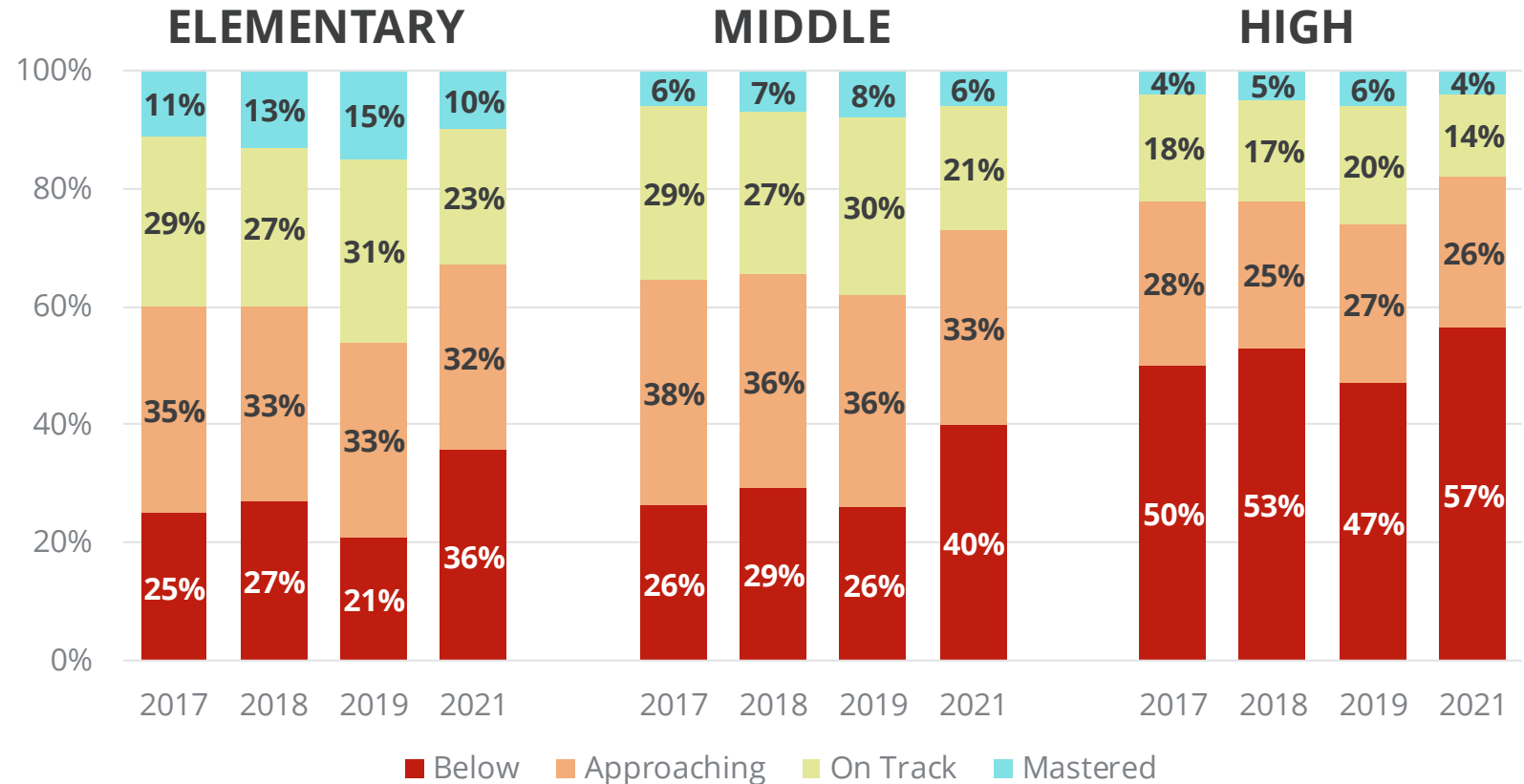
SOURCE: Tennessee Department of Education, 2021



## OVERVIEW

### KEY TAKE-AWAYS

- Overall 3<sup>rd</sup> grade proficiency declined from 44% in 2019 to 31% in 2021. Overall 4<sup>th</sup> grade proficiency declined from 46% in 2019 to 34% in 2021.
- In middle school, districts on average saw the number of students in the **Below** category increase by 50%. Students in remote instruction saw **proficiency rates decrease at twice the rate** of students in person.
- There was general stability in **Approaching**, but significant increases in the percent of students scoring **Below**.



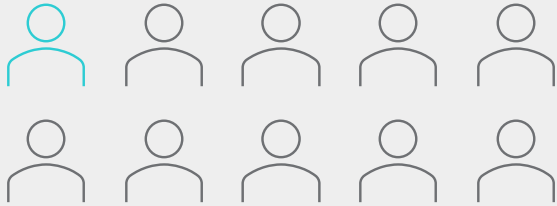
SOURCE: Tennessee Department of Education, 2021



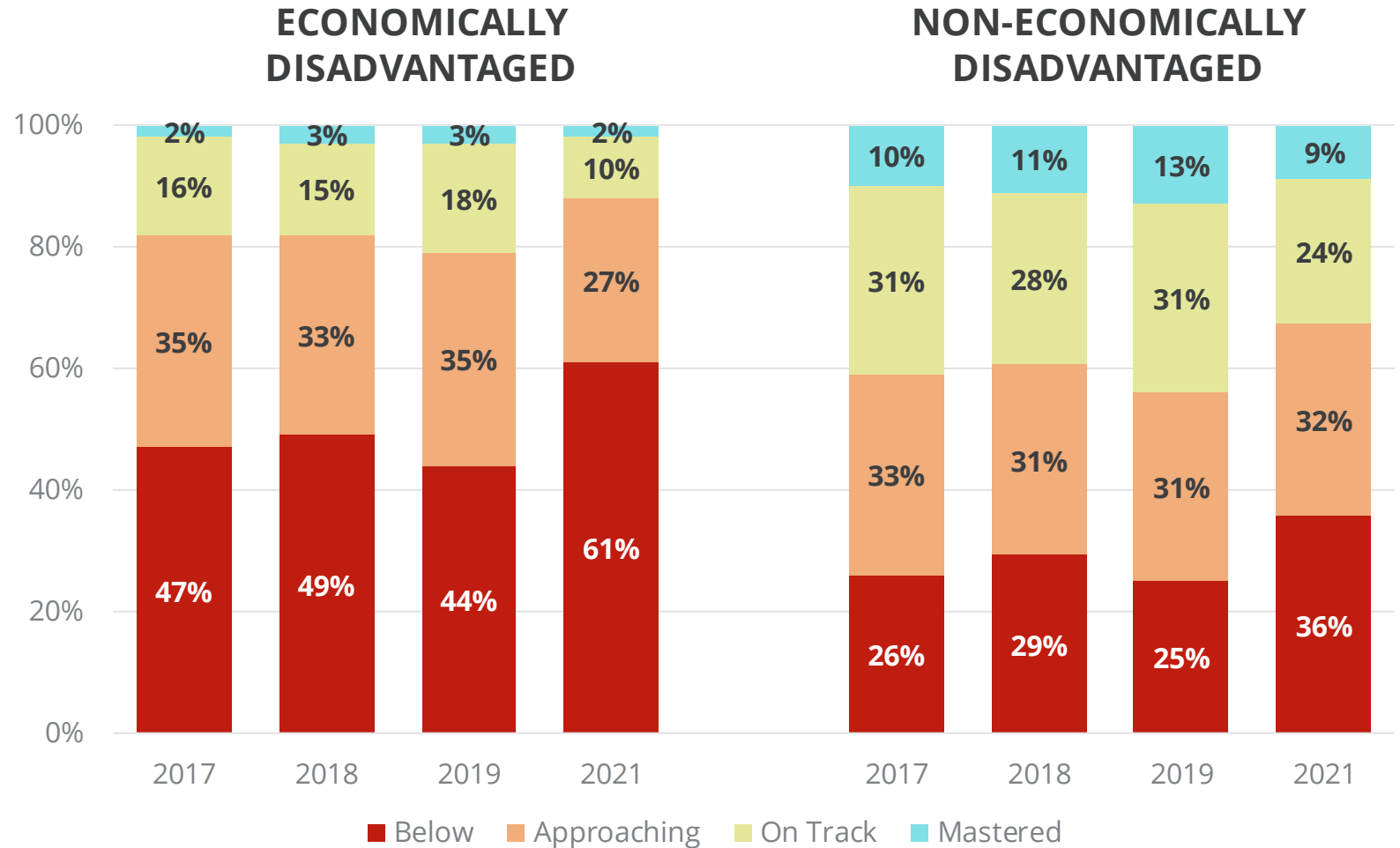
# MATH

## RESULTS BY INCOME

### KEY TAKE-AWAYS



**1 in 10**  
**economically**  
**disadvantaged students**  
is meeting grade level  
expectations in math.

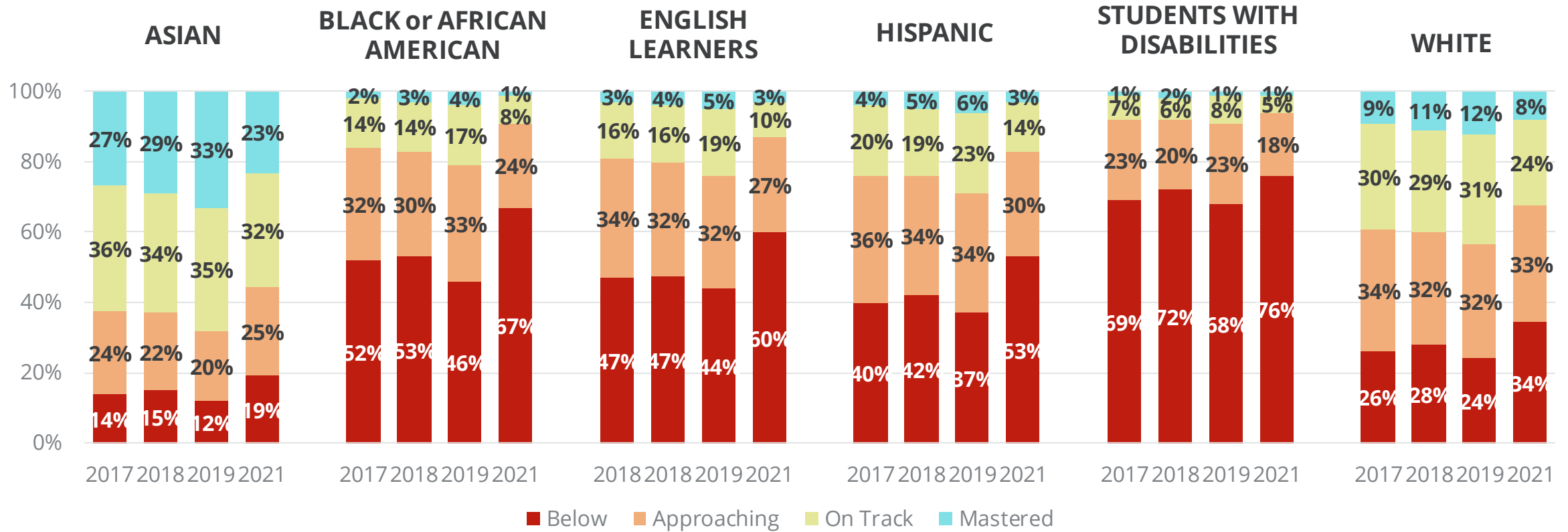


SOURCE: Tennessee Department of Education, 2021



# MATH

## RESULTS BY STUDENT GROUPS



### KEY TAKE-AWAYS

Black students were most impacted in math, with 67% scoring **Below** and 9% meeting grade level expectations.

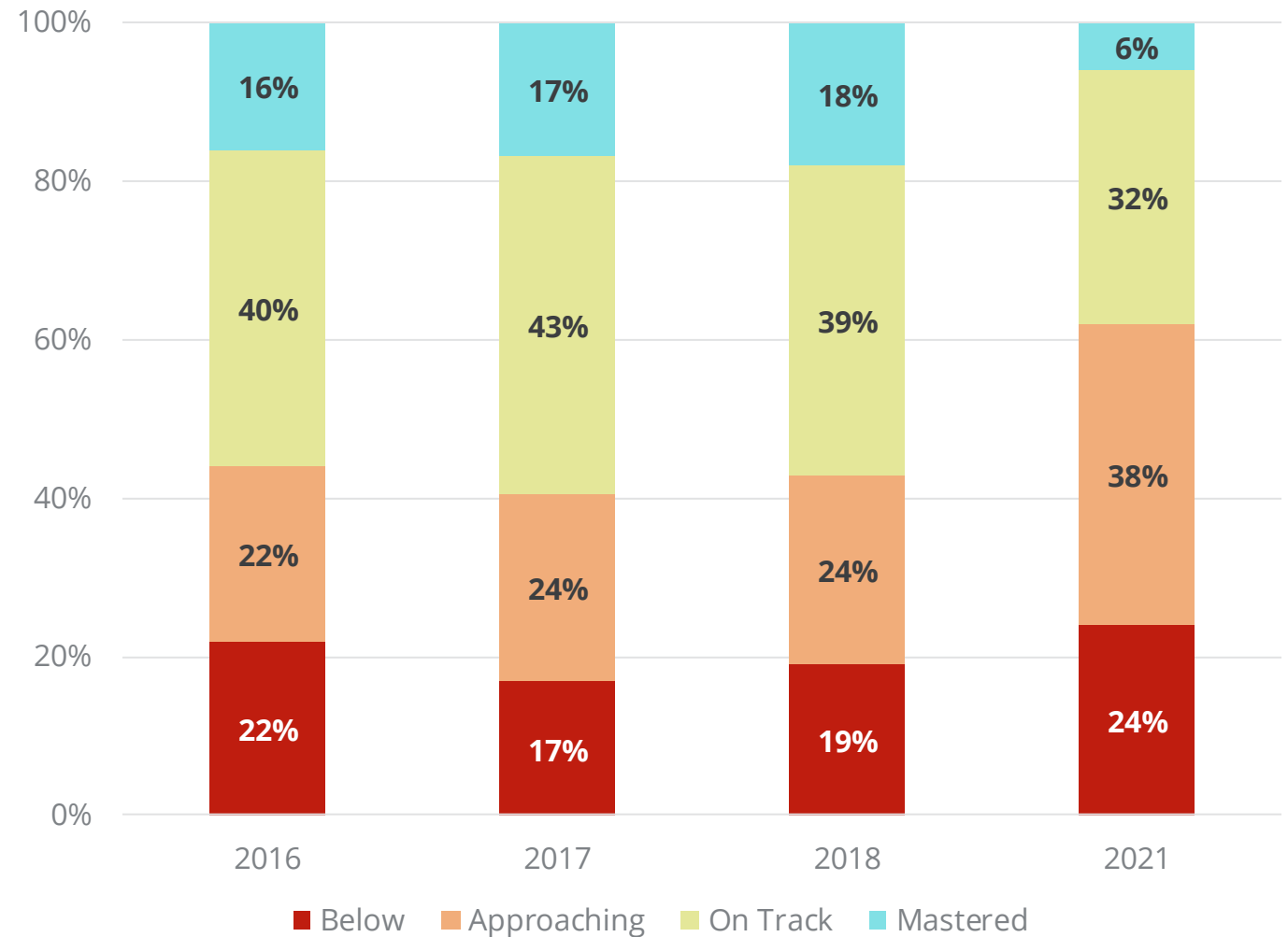
Hispanic and Asian students had 12 and 13 percentage point declines, respectively, from 2019.

White students experienced an 11-percentage point decline overall from 2019.

## ALL STUDENTS OVERVIEW

### KEY TAKE-AWAYS

- **Proficiency rates dropped by a third** in science, with **38%** of TN students demonstrating proficiency.
- **Drops** in science were larger for students receiving remote instruction.
- **Proactive State Solutions:** Ongoing partnership with TSIN to expand STEM designated schools; programming on PBS; expanded STREAM programming in Tennessee summer camps



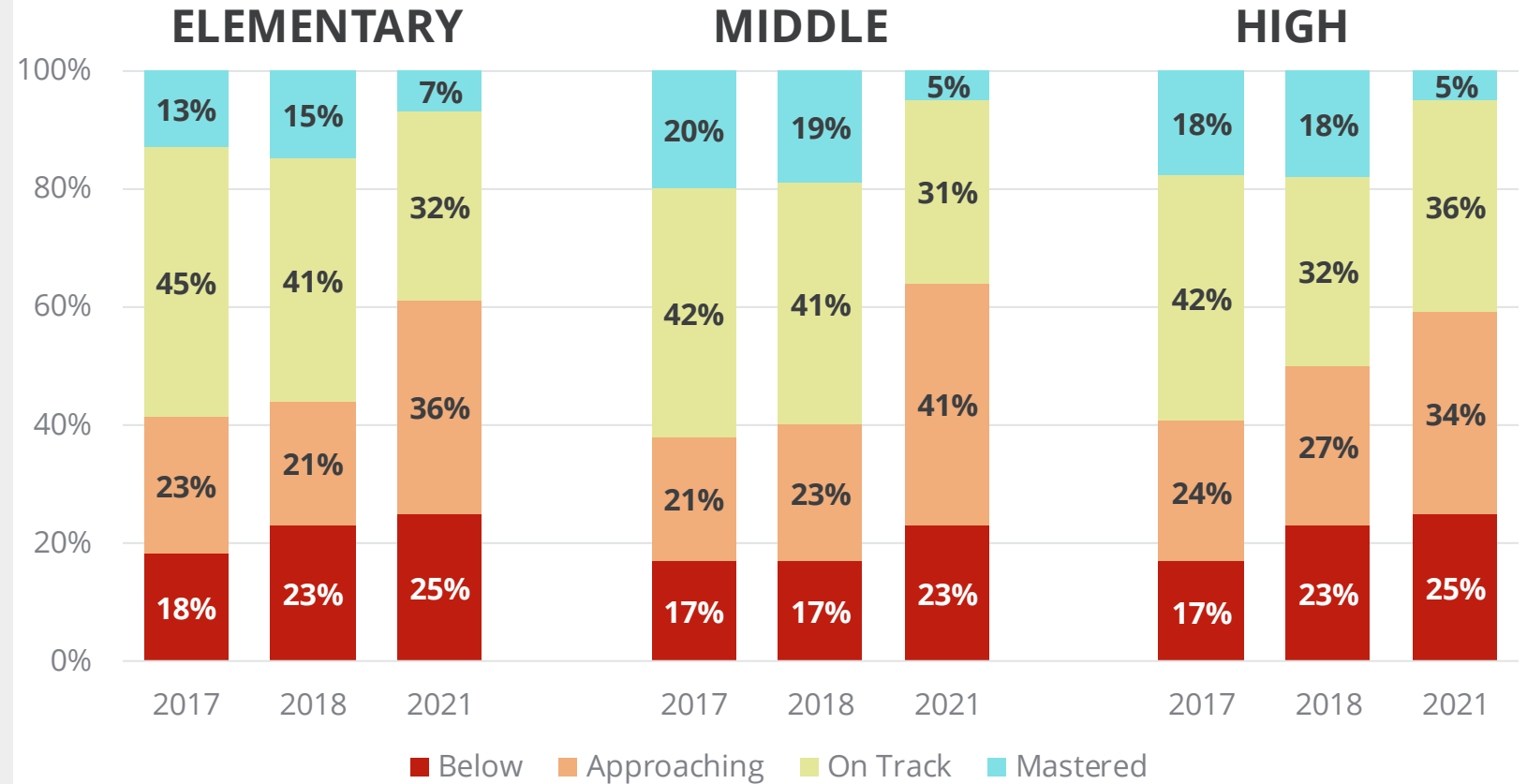
*\*There were no operational science tests administered in 2019.*

SOURCE: Tennessee Department of Education, 2021

## OVERVIEW

### KEY TAKE-AWAYS

- Proficiency rates dropped by 30% in elementary, 40% in middle and 18% in high school.
- The largest decline was in middle school, which decreased from 62% to 36% of students performing at On Track or Mastered between 2017 and 2021.
- **Proactive State Solutions:** Ongoing partnership with TSIN to expand STEM designated schools; programming on PBS; expanded STREAM programming in Tennessee summer camps.

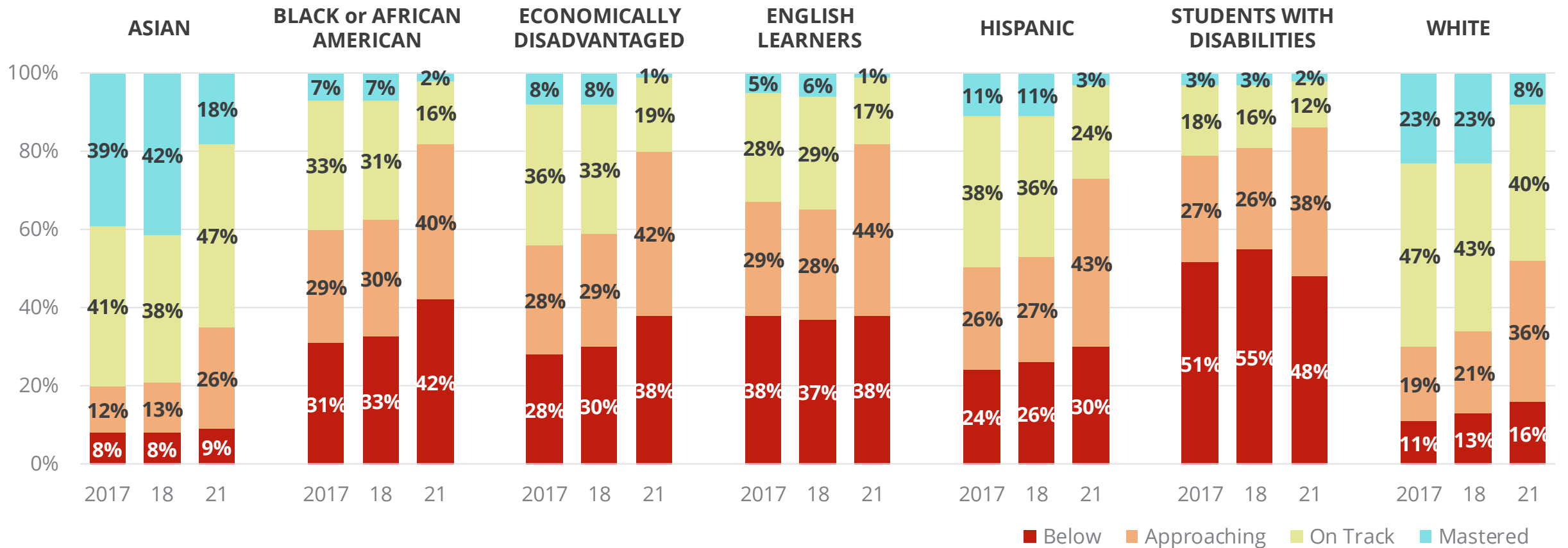


*\*There were no operational science tests administered in 2019.*

SOURCE: Tennessee Department of Education, 2021

## RESULTS BY STUDENT GROUPS

Overall, every student group saw declines in science proficiency from 2019. Black, Hispanic, and economically disadvantaged students and English Learners saw large proficiency declines from 2017.



*\*There were no operational science tests administered in 2019.*

SOURCE: Tennessee Department of Education, 2021

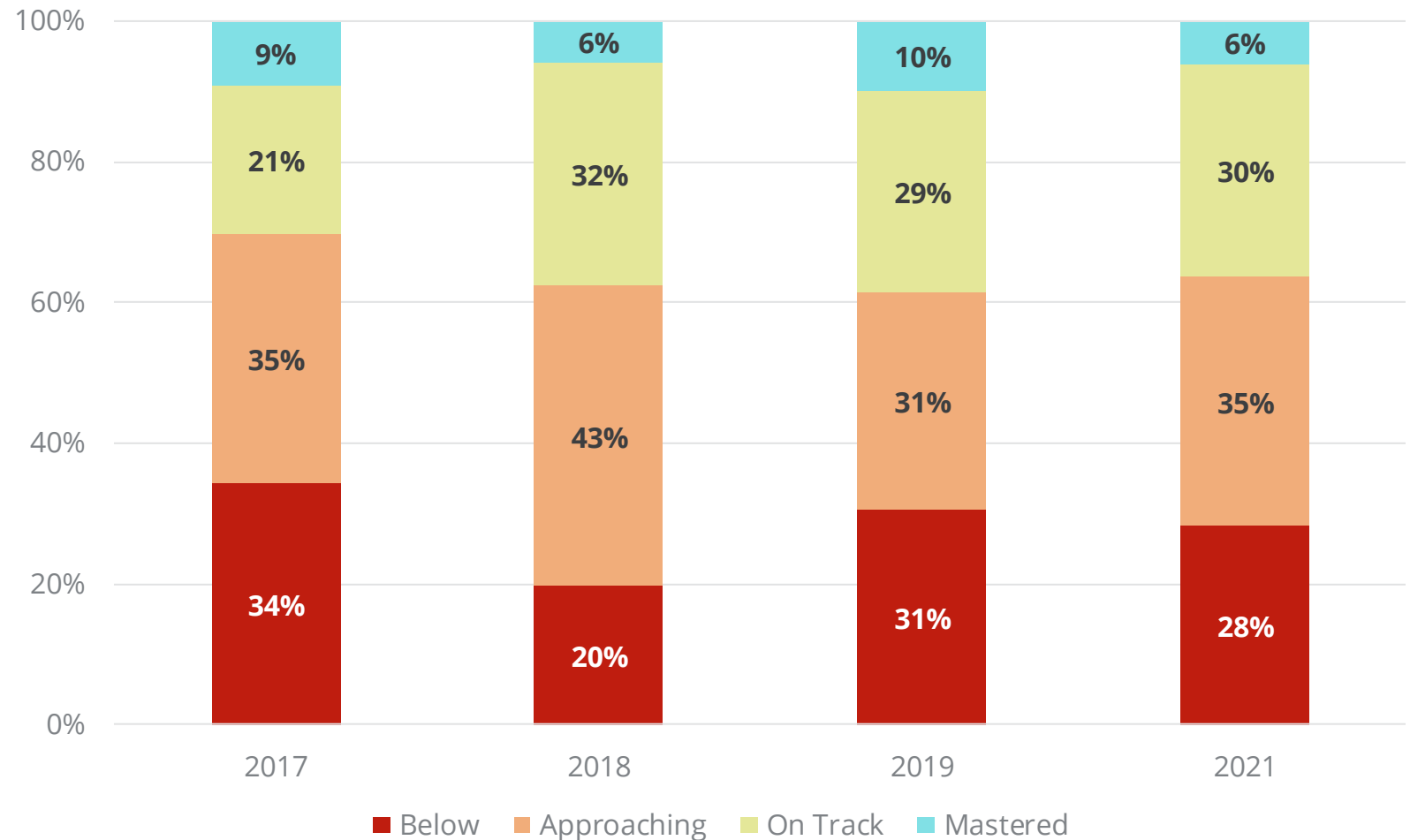


# SOCIAL STUDIES

## ALL STUDENTS OVERVIEW

### KEY TAKE-AWAYS

- Overall social studies proficiency has increased since 2017, from 30% to 36% in 2021.
- This data saw fewer declines (3 points) than other content areas and maintains performance from statewide increases that began in 2018, when standards were updated.
- Proactive State Solutions:** Expanded resources on Best for ALL Central; the Governor's Civic Seal program.



*\*Social Studies standards were updated and standard-setting redone in 2018.*

SOURCE: Tennessee Department of Education, 2021

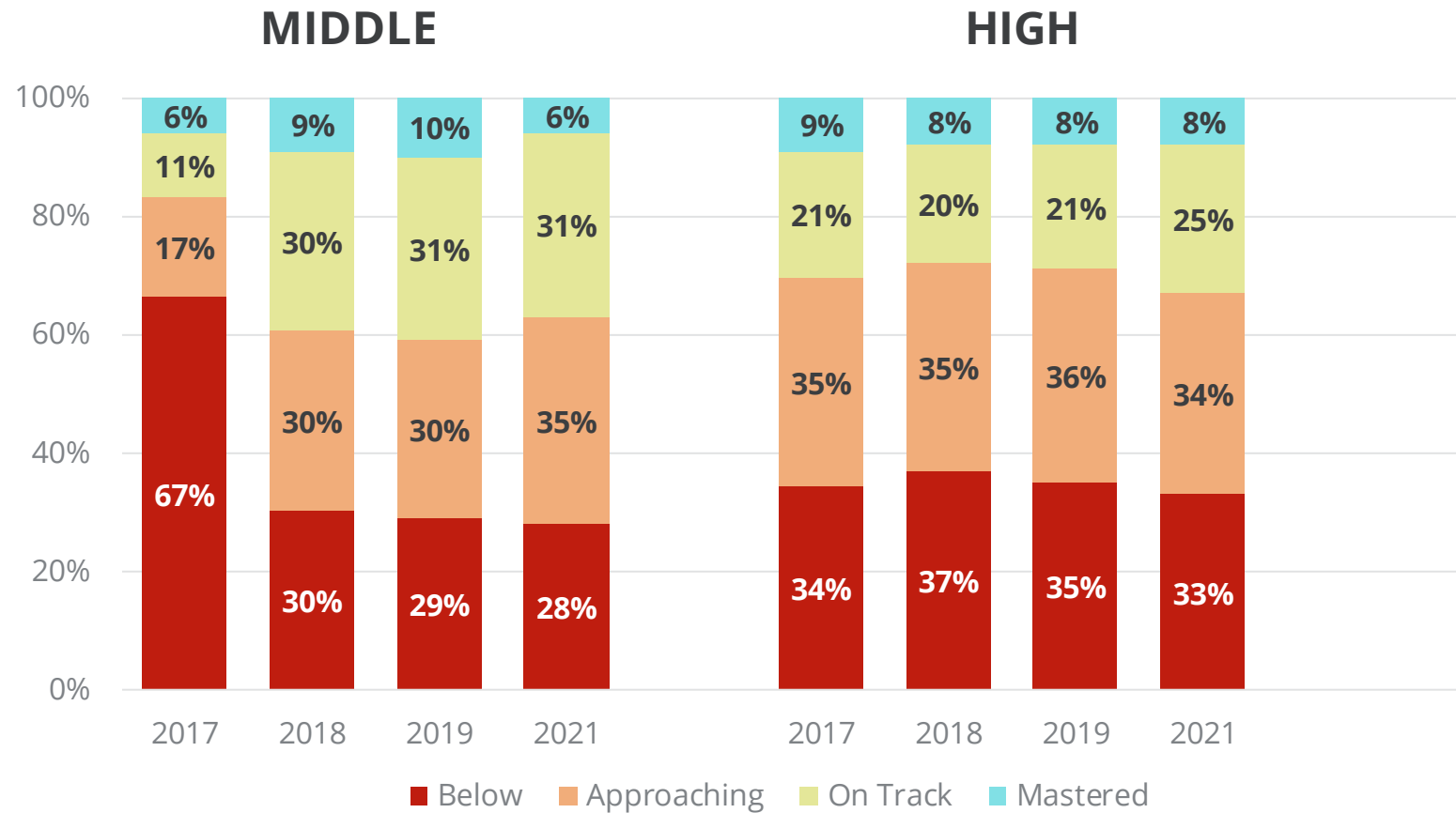


# SOCIAL STUDIES

## OVERVIEW

### KEY TAKE-AWAYS

- Proficiency rates dropped by 4 percentage points in middle school social studies.
- Proficiency rates **increased** by 4 percentage points in high school.
- **Proactive State Solutions:** Expanded resources on Best for ALL Central; the Governor's Civic Seal program.



*\*Social Studies standards were updated and standard-setting redone in 2018.*

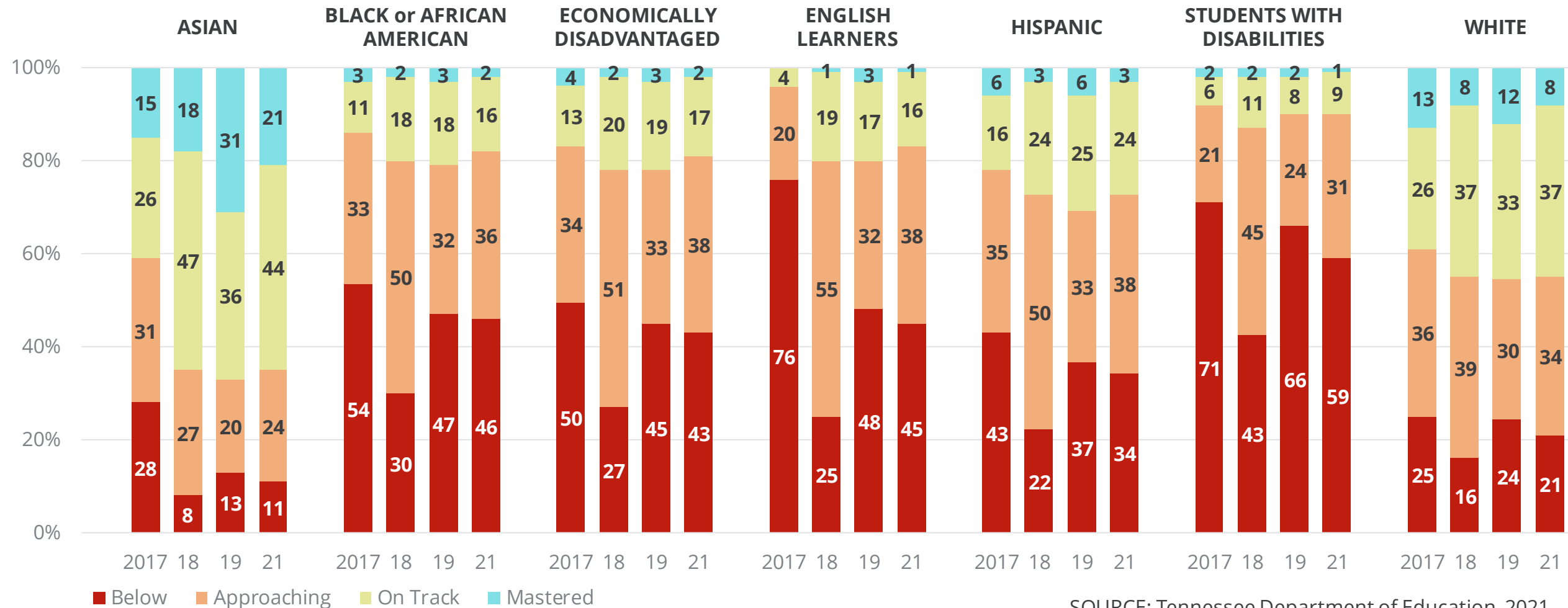
SOURCE: Tennessee Department of Education, 2021



# SOCIAL STUDIES

## RESULTS BY STUDENT GROUPS

Overall, most student group saw declines in social studies proficiency from 2019, but generally maintained the growth that began in 2018.



*\*Social Studies standards were updated and standard-setting redone in 2018.*

SOURCE: Tennessee Department of Education, 2021

# PART II

## Academic Impact



# How to Use the Data

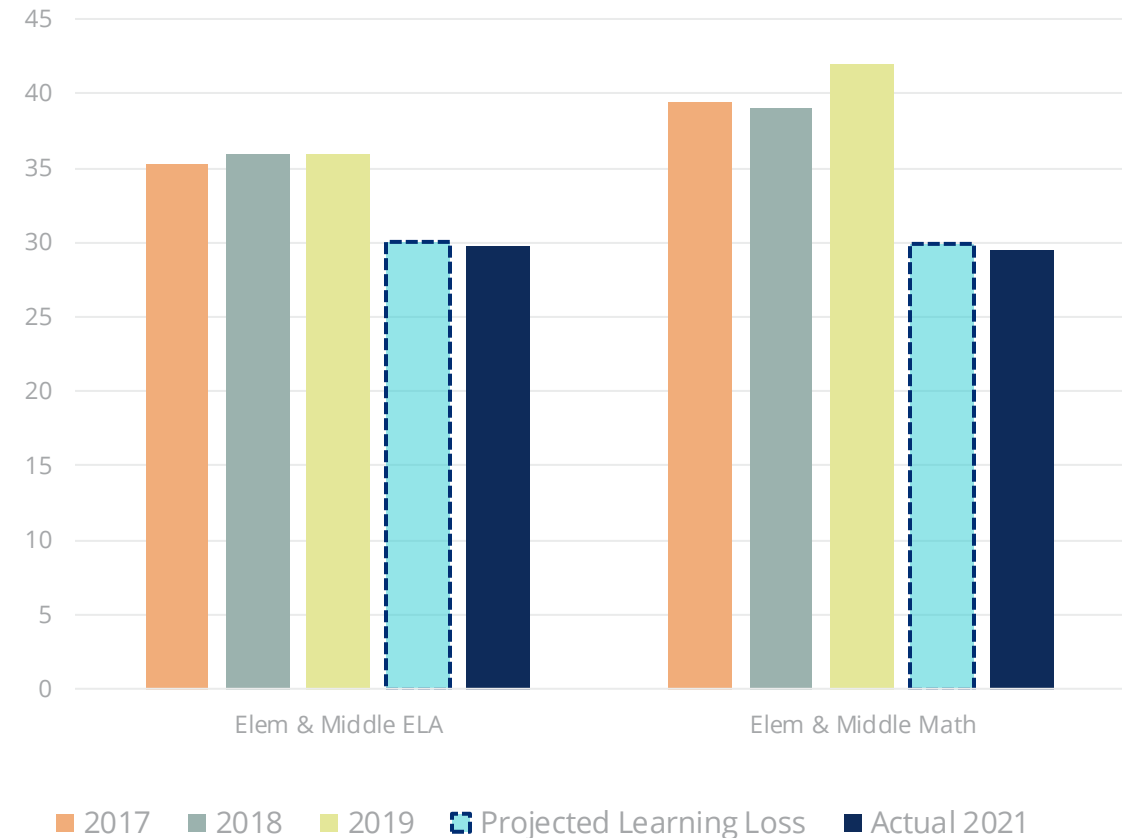
- This data provides a state-level overview of student performance. Every district is different, and trends may vary at the local level. Any interpretation of state level data should reflect a consideration for variations in local context, district participation rates, as well as other assessment data and performance indicators that will be available.\*
- The expected declines noted as a result of disruptions caused by the pandemic should create a sense of urgency in every district and school to consider the academic interventions necessary to support students. This data can be used to help communities reflect on strategic investments in student achievement and support necessary revisions to a district's needs assessment for the purposes of planning federal recovery (ESSER) funding.
- School systems, teachers, and families should use this and other relevant student data to develop individualized plans for every student who may require additional support to reach grade-level proficiency, or to maintain the rate of acceleration she or he would otherwise have had.

***\* The TDOE utilizes longitudinal, state-level data from a state level because of our strong participation rate. For some districts, these types of longitudinal comparisons may not be appropriate, given a larger difference in participation year-to-year.***



# Academic Projections & Recovery

- Original projections of the academic impact were provided in fall of 2020.\* Those projections are generally reflected in the current data.
- 20-21 TCAP data show sharp declines in math, but typically, math proficiency results fall-- and climb-- faster than ELA.\*\*
- The effects of falling behind are most pronounced in the youngest grades, especially in ELA.\*\*\*
- Economically disadvantaged students feel the effects of learning loss more acutely.\*\*\*\*
- Recovery and acceleration will take time, but collaborative, proactive solutions are already underway.



\* [Tennessee Releases Data Showing Significant Learning Loss Among K-12 Students](#)

\*\* [Collaborative-Brief\\_Covid19-Slide-APR20.pdf\(nwea.org\)](#); [The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review on JSTOR](#)

\*\*\* [The Potential Impact of COVID-19 on Student Learning and How Schools Can Respond - Wyse-2020 - Educational Measurement: Issues and Practice - Wiley Online Library](#)

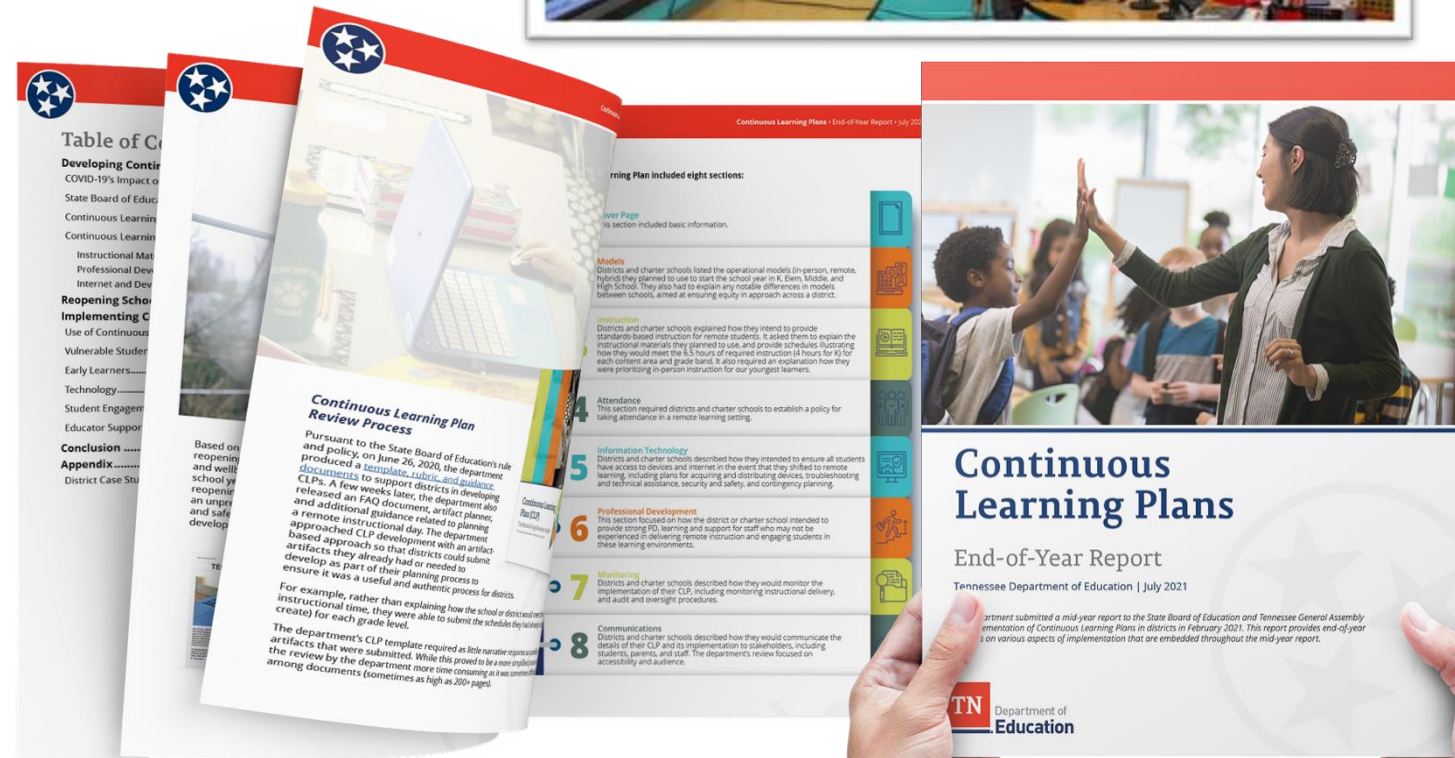
\*\*\*\* [Introduction \(harvard.edu\)](#)

SOURCE: Tennessee Department of Education, 2021

# Continuous Learning Plans Report

Districts participating in the CLP End of Year Report cited challenges that could have impacted student learning and achievement this year, including but not limited to:

- **Engaging students** who learned in remote environments
- **Balancing the demands** of providing strong academic instruction to students learning both in-person and remotely
- **Meeting the needs** of our most vulnerable learners in remote environments



# Priority Areas of Concern Statewide



**Early Elementary Reading/ELA** is an area of concern, especially in those grades that do not have assessments or where public data is not shared. Significant declines are likely in kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade reading, which creates more urgency in providing these students with additional literacy supports to ensure they are on-track to reading proficiently by 3<sup>rd</sup> grade.



While math overall is a concern, **middle school math** is especially problematic. In 2020-21, fewer students demonstrated readiness for Algebra I (in addition to fewer students taking the Algebra I assessment), and these declines will potentially create long-term challenges with other high school courses that require a strong foundation in Algebra as well as ACT performance (therefore scholarship eligibility and post-secondary readiness).

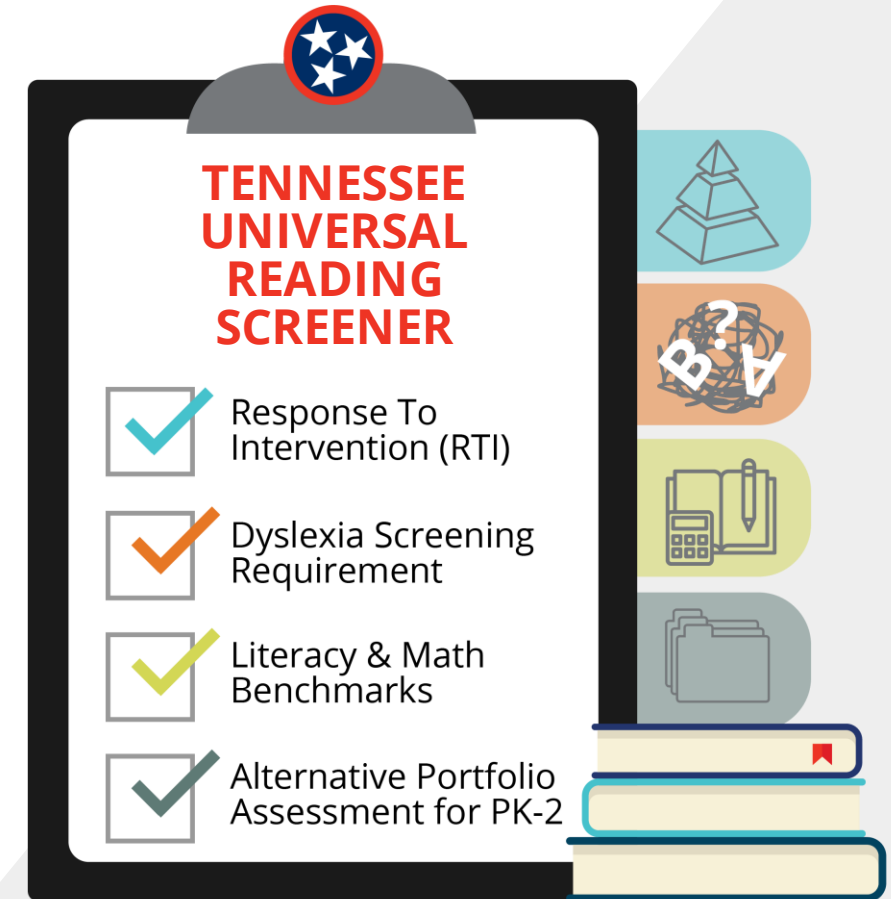


**Widening achievement gaps** between student groups are clear, exacerbating a historical gap that has not significantly closed even as the state had seen performance increases. Specifically, economically disadvantaged students saw significant declines in proficiency, which has traditionally been more difficult to recover from. Students with Disabilities and English learners also reflected increased challenges as a result of the pandemic disruptions.



# What to Do about the Data

- Provide instruction using **grade-level-appropriate content**, rather than repeating material from the end of the prior grade. Build-in the pre-requisite skills and knowledge as is needed to understand the content of the school year.
- **Measure learning regularly and provide feedback to students often.** It is important that teachers have the tools and information to best meet the needs of their students, and the state has provided a free universal reading screener and other free diagnostic assessments to support teachers and districts.
- Use time and resources for high-impact supports for students most in need, such as **high-dosage/low-ratio tutoring or extra time** outside of regular class.
- Understand that the recovery period from the pandemic and prior declines in academic achievement is likely to take 3 – 5 years, and districts should **maximize federal relief spending on student academic acceleration.**



# ENGAGING FAMILIES: TCAP FAMILY PORTAL

**TCAP Family Portal is a free, online resource to help families and students understand their TCAP results.** Specifically, the portal provides families with access to:

- Test history features to track progress over time
- TCAP scale scores and performance levels by subject
- Parent guides and resources
- Individualized recommendations for improvements

**Families can access this resource by registering at [familyreport.tnedu.gov](https://familyreport.tnedu.gov).**





# Data Timelines and Requests

## DATA AVAILABILITY

Official data used for accountability reporting is subject to a district appeals process and embargo period.

## ACCOUNTABILITY TIMELINE

The accountability timeline is available to districts within the accountability application.

## DATA REQUESTS PROCESS

Specific additional data requests should be submitted via the [Data Request Form](#) on the department's website.

# PART III

## Response, Recovery, and the Path Forward



# 2020-21 TDOE Pandemic Response & Actions



Crisis management  
& response

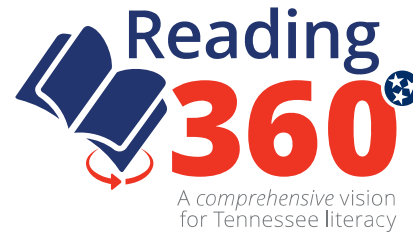
School closure and reopening  
guidance documents

200+



Weekly communication  
with district leaders

Statewide **investments, resources & partnerships**



MANY  
MORE

# Tennessee Governor Bill Lee called a **Special Legislative Session on Education**

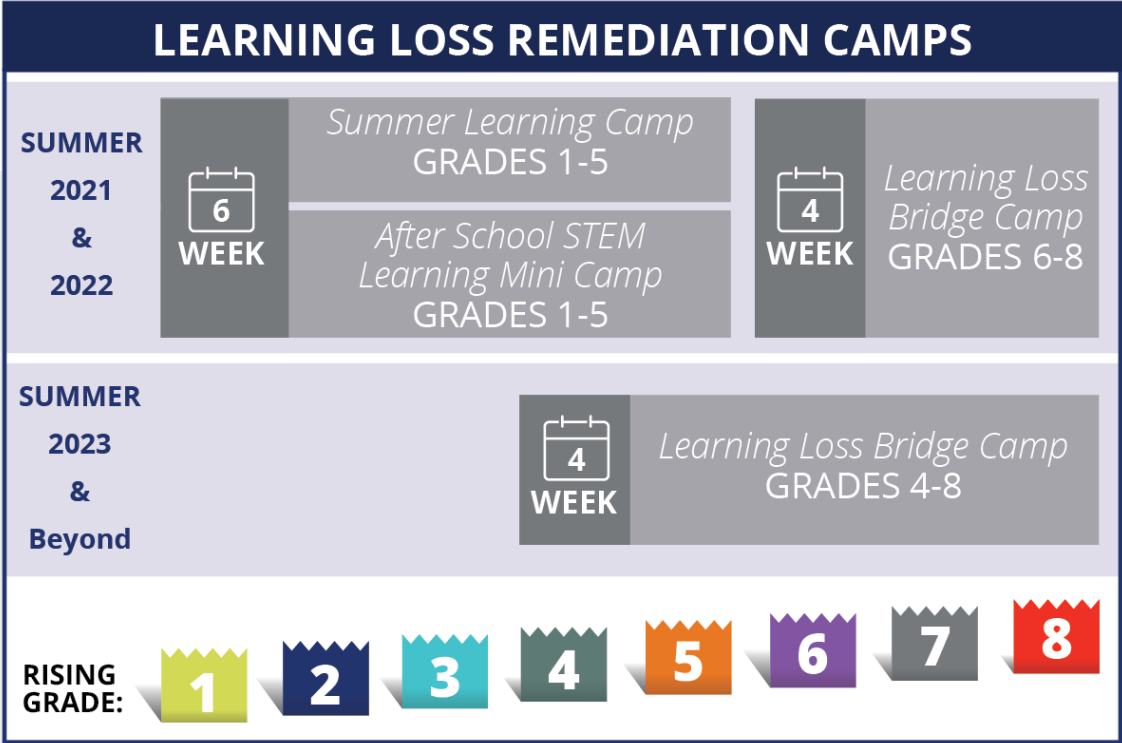
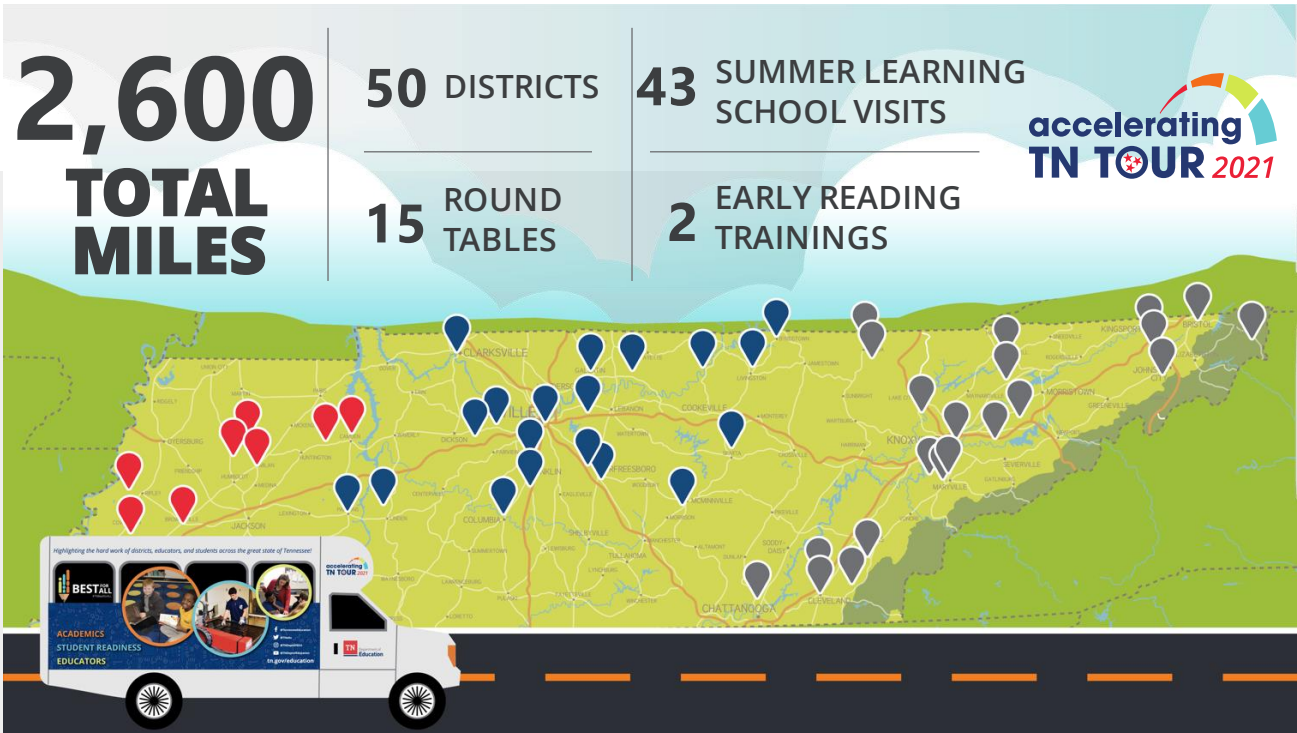
The January 2021 special session addressed accountability, learning loss, literacy, and teacher pay

*"We know that the COVID-19 pandemic has caused immense disruption for Tennessee's students, educators, and districts, and the challenges they face must be addressed urgently."*  
- **Governor Bill Lee**



# Summer Programming Actions

- During the special session, the Tennessee General Assembly passed the Tennessee Learning Loss Remediation and Student Acceleration Act, which set forward a path for students to receive additional instructional time and supports through summer programming opportunities beginning in summer 2021.
- During the Accelerating TN 2021 Tour, Commissioner Schwinn, department staff, state and local elected officials, and community partners connected directly with students, educators, and stakeholders this summer to learn more about how schools are accelerating student achievement and where additional supports and resources could be helpful.



# Historic Federal Funds for K-12 Education

Tennessee public schools will receive **over \$4.5 BILLION** in federal relief funding for use between spring 2020 & fall 2024.

- Over **\$150M in Coronavirus Relief Funds (CRF)**, including PPE
- Over **\$45M in competitive federal grants** for literacy, CCTE, and mental health resources
- Over **\$126M in GEER** (Governor's discretionary relief funding)
- Over **\$385M in ESSER** (SEA discretionary relief funding)
- ...in addition to over **\$3.58 billion passed directly to LEAs**



# State ESSER Plan: Investments Aligned to Data



**ACADEMICS:** All TN students will have access to a high-quality education... ***by learning to read and reading to learn with high-quality materials.***

- \$120.7M for the Literacy Success Act & Reading360
- \$170.5M for the TN ALL Corps & summer programming\*
- \$35M to support the 2022-23 math adoption
- \$32M for teaching & learning online resources & improvements for LEAs

Received approval on  
ARP ESSER State Plan  
from U.S. Ed on 7/15/21



**STUDENT READINESS:** TN schools will be equipped to serve the academic and non-academic needs of all students... ***by developing robust career pathway opportunities and connecting students to real-time support.***

- \$32.6M for Innovative High Schools & Advanced Courses
- \$17.8M for Mental Health & Family Resource Centers
- \$56.5M for K-12 open-source readiness coursework & statewide professional development



**EDUCATORS:** TN will set a new path for the education profession... ***by becoming a teacher for free.***

- \$21M in programs to support the educator pipeline, including department's Grow Your Own program





## ACADEMICS

# Investing to Address the Data

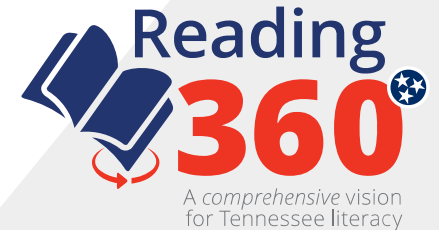
**Strategy:** TDOE will invest **more than \$358M** in academic supports focusing on early elementary reading, middle school math, closing achievement gaps, and supporting students not on grade level.

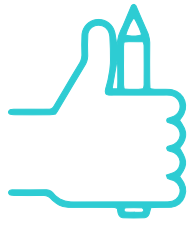
**Focus:** TDOE is focused on **literacy and early reading** and **high-dosage, low-ratio tutoring** as the most research-driven ways to support students who need more individualized supports to reach grade level mastery.

To address early literacy and the needs of students not yet on grade level, strategies include providing resources to teachers and parents, professional development to school systems, targeted instruction for students, and strong partnerships with families and communities across the state.

Programs and supports include:

- **Reading 360** supports for our youngest readers
- **TN ALL Corps** tutoring resources for K – 12<sup>th</sup> grade students
- **Best for All Central** website for all students, families and educators





# STUDENT READINESS

## Investing to Address the Data

**Strategy:** TDOE will invest **more than \$106M** to provide all students with access to the courses, programs and supports they need to achieve, by tackling achievement gaps, redesigning high schools, and preparing students for post-secondary persistence.

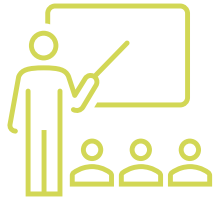
**Focus:** TDOE is focused on **Innovative High Schools** and student supports to help ensure all students have the opportunity they deserve to excel in the career pathways of their choice.

With more than \$30M invested, **21 school districts will be launching public-private partnerships** to help prepare high schoolers for jobs and careers in their local communities.

Additional programs and supports include:

- **AP Access for All** program to help more students earn college credit while in high school
- **ACT Prep** program to provide all Tennessee high school students and teachers with free virtual workshops on how to succeed on the ACT
- **Best for All Central** open-source coursework for students and professional development for educators





## EDUCATORS

# Investing to Address the Data

**Strategy:** TDOE will invest **more than \$20M** to address shortages of credentialed teachers and professional development for our educators to ensure all students can get the supports they need.

**Focus:** **Grow Your Own** programs create pathways to become a teacher for free—enabling future teachers to earn their degree, serve their home communities, maintain employment, and begin Day 1 in with real-world classroom experience.

With \$6.5M invested in **over 63 local partnerships**, **more than 1,000 future educators and leaders** will all earn their credentials for free through Grow Your Own.

Additional Grow Your Own strategies include:

- Expanding SPED and ESL endorsements for existing teachers
- Cultivating Aspiring Assistant Principal and Diverse Leaders Networks to become an administrator for free
- Pursuing innovative emerging work related to apprenticeships

### Grow Your Own and Teacher Diversity in State Legislative Sessions: What We Can Learn from Successfully Passed Bills

BLOG POST



### TDOE Announces \$2 Million for Round Two of Grow Your Own Grants

Friday, April 09, 2021 | 12:01pm

*Grants to Boost Pipeline of Homegrown Teachers in Tennessee*

Nashville, TN — Today, the Tennessee Department of Education announced \$2 million in Round Two of Grow Your Own grants to help remove barriers and increase access to the education field for prospective teachers. The application deadline is May 7 for Educator Preparation Programs (EPPs) who wish to receive these grants. Additional information is available here.



TynerAcademyFutureReadyIns  
@TA\_FutureReady

It's signing day in the @UTChattanooga @HCSfutureready Institute of Teaching and Learning! Thanks to Grow Your Own funding awarded by @TNedu and a team of stakeholders, these ladies will enroll at @UTChattanooga as Education majors this fall 🎓👏 #HCSFutureReady #GrowYourOwn



### Window of Opportunity

How States and Localities Can Use Federal Rescue Plan Dollars to Diversify Their Teacher Workforce



By Andrew J. Rothman and Thomas Gold

BELLWETHER

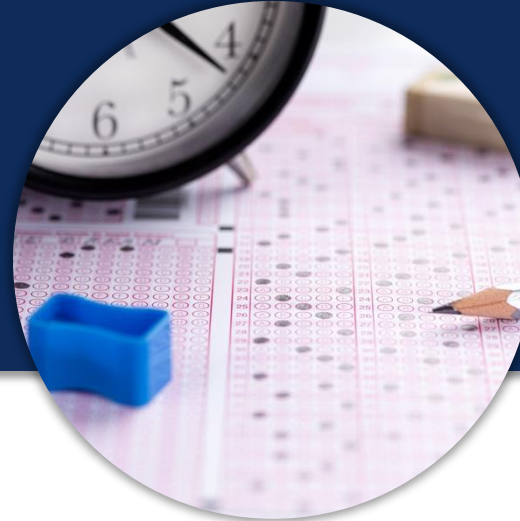
# Upcoming Research Work



**Reading 360  
Research  
Center**



**Tennessee  
Educator  
Survey Findings**



**ACT  
Preliminary  
Research**



**National ESSER  
Research Steering  
Committee**

# District ESSER Reporting Requirements



## TDOE's School Model & Attendance Dashboard

- Report Learning model (by district)
- Report Learning model (by school)
- Student groups identified by USDOE



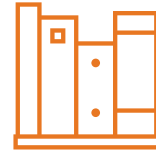
## Health & Safety Data

- Report by student group and grade level



## Federal Relief Planning

- Include meaningful engagement with the community in plans
- Utilize a Needs Assessment
- Publicly report on strategic investments of all federal relief funding



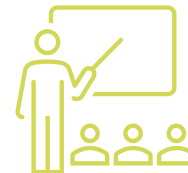
## Academics Data

- Report all ESSER-funded activities by student group, grade level, input and outcome data



## Student Readiness Data

- Report all ESSER-funded activities by student group, grade level, input and outcome data



## Educators Data

- Report all ESSER-funded activities by student group, grade level, input and outcome data



# Local Planning & Urgency



## **Understand**

what is needed for students to access grade-level content over the next 3 years.

## **Ascertain**

the academic and other needs to students and staff.

## **Design**

a multi-year LEA recovery plan aligned to maximizing the funds to boost academic achievement.

## **Implement**

the plan with a strong focus on a few large, high-quality initiatives with clear processes for data collection.

## **Monitor, Evaluate**

### **and Adjust**

based on the results of data collection and feedback from students and staff.

# Best for All Recognition Program



Tennessee has a once-in-a-lifetime opportunity to strategically invest in our students, and urgent academic needs to address on behalf of our children. The department understands the importance of rewarding investments in mission-critical initiatives that are most likely to benefit students.

## What is a Best For All District (or charter school)?

- Best For All Districts are those organizations that have strategically planned for and invested in ways that are likely to accelerate student achievement.

## How do you qualify to become a Best For All District (or charter school)?

- To qualify, districts must complete basic application assurances that the district will:
  - Participate in the TN ALL Corps for at least 2 of the 3 years
  - Spend 50% of the district's ESSER 3.0 award amount on proven/research-based strategies to raise student academic achievement (inclusive of TN ALL Corps and demonstrated on the district's public ESSER plan)



# Next Steps & Recommendations

- TCAP results demonstrate an urgent need to support Tennessee's students and continue the incredible efforts demonstrated throughout the pandemic.
- **Districts, school boards, principals, teachers, elected officials, community partners, and parents and families--** review your TCAP assessment data to identify any strategies to use at home in addition to additional supports provided at the school level.
- Tennessee is well-prepared and will continue to work hard to accelerate academic achievement and ensure the best for all our kids.







# Thank You!

Tennessee Department of Education  
710 James Robertson Parkway  
Nashville, TN 37243

**tn.gov/education**

***#TNBestforAll***

 @TennesseeEducation  
 @Tnedu  
 @TNDeptOfEDU  
 @TNDeptofEducation

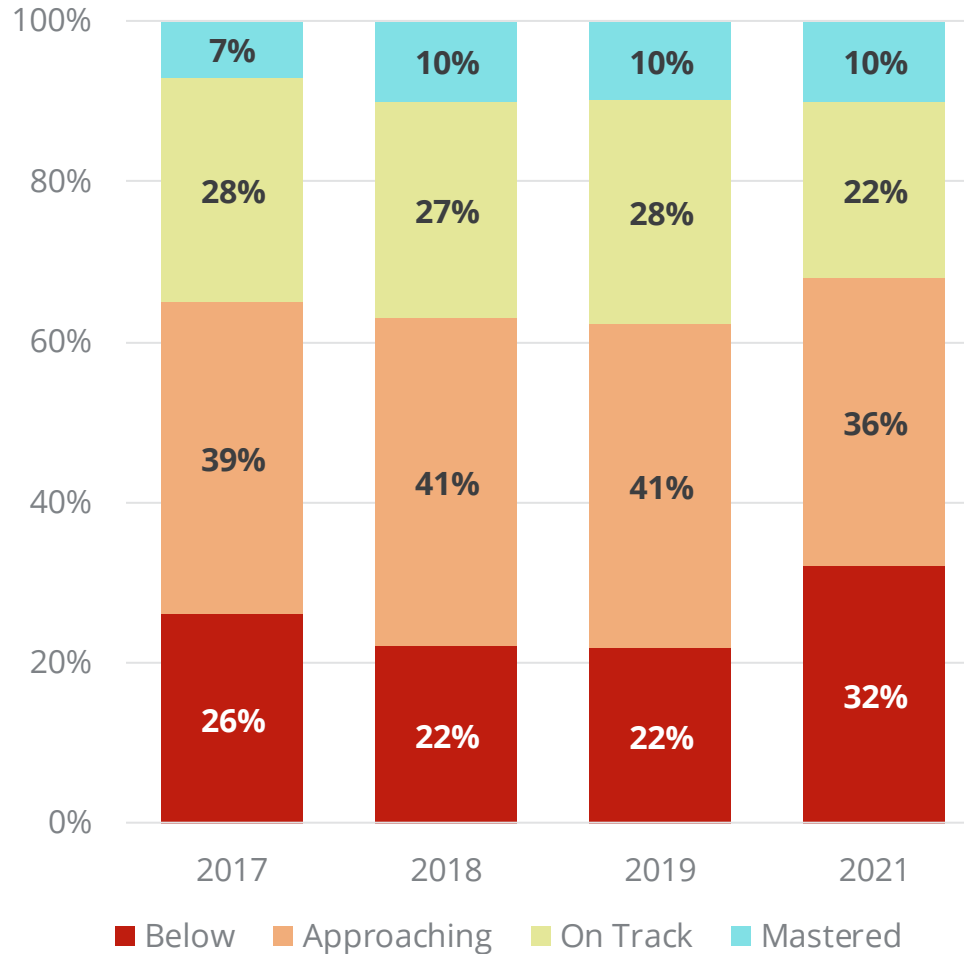


# Appendix: Data Slides



## ELEMENTARY SCHOOL

# GRADE 3

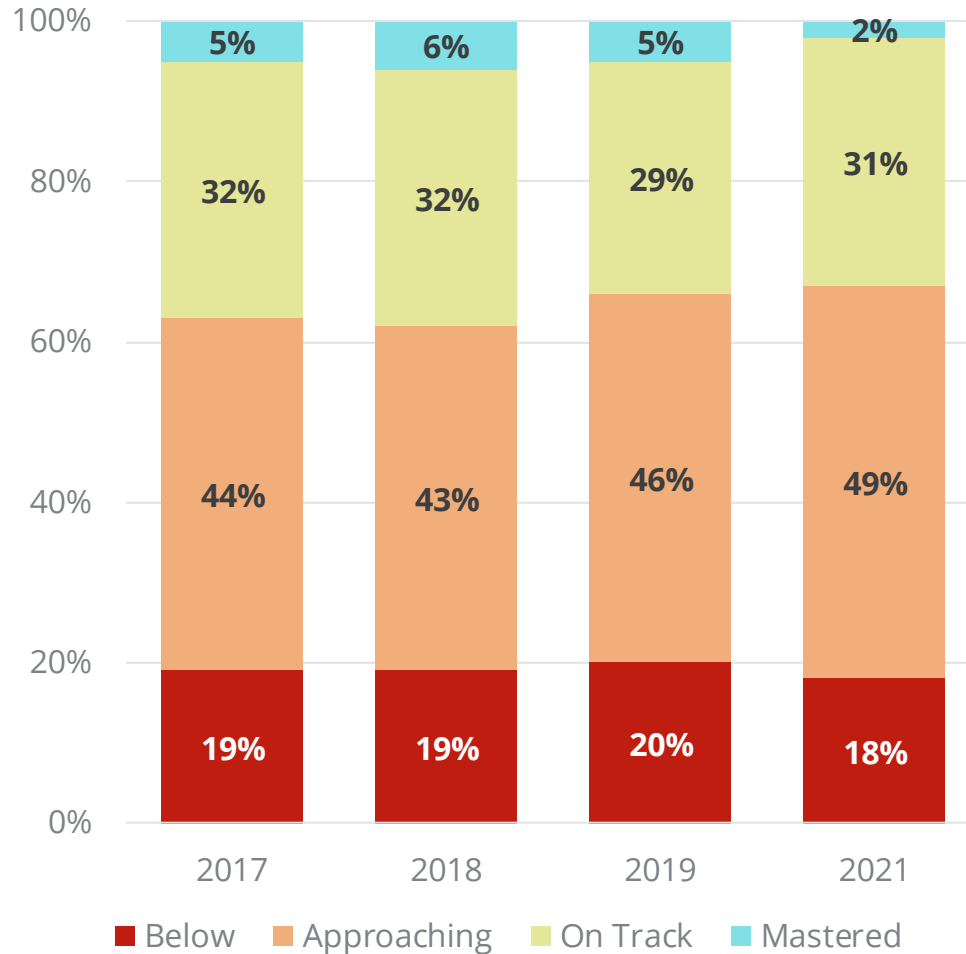


### KEY TAKE-AWAYS

- Proficiency rates in 3<sup>rd</sup> grade ELA declined 38% in 2019 to 32% in 2021.
- In 2020-21, stable trends in students scoring **Mastered**, with more students shifting from **On-Track** to **Approaching**.
- Data show disproportionate **increases** in students scoring **Below**.
- Data show the most negative impacts for **economically disadvantaged** students, **urban/suburban** students, **English learners**, and **students of color**.

## ELEMENTARY SCHOOL

# GRADE 4

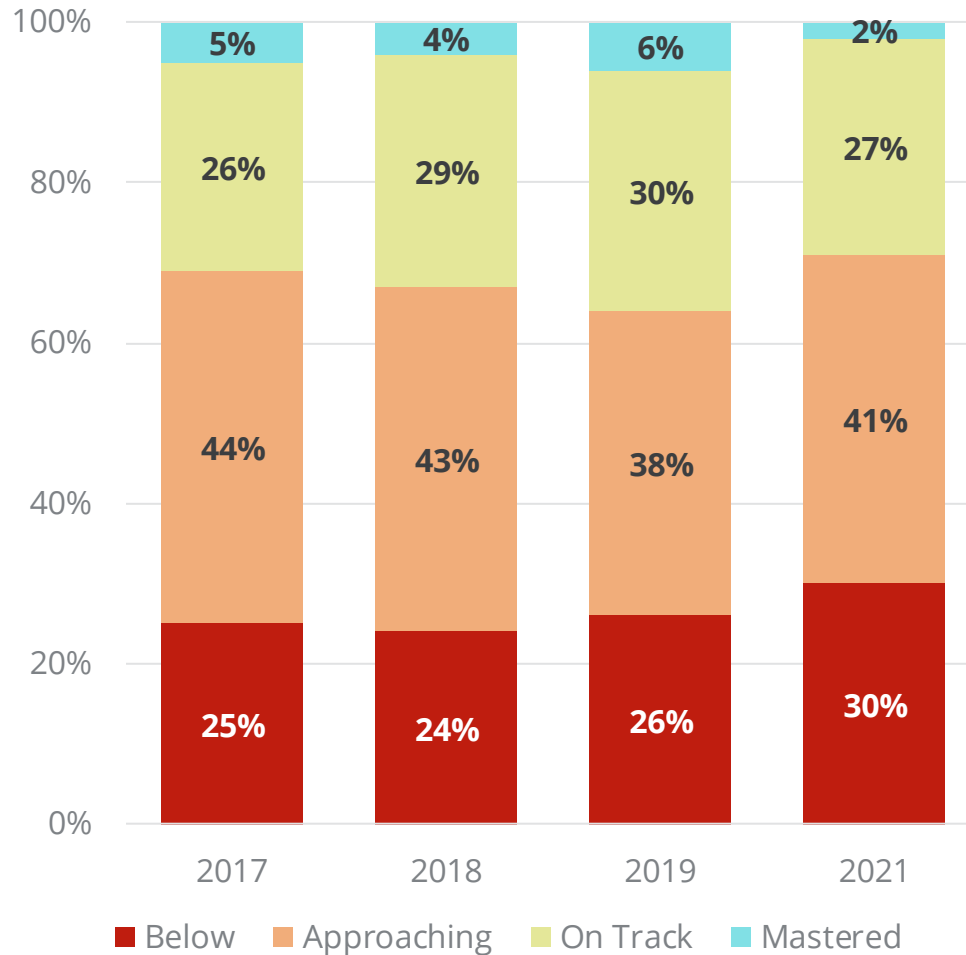


### KEY TAKE-AWAYS

- Proficiency rates in 4<sup>th</sup> grade ELA declined from 34% in 2019 to 33% in 2021.
- Slight declines in students scoring **Mastered**, however this has traditionally been a low percentage of students. These students shifted to **On-Track**.
- There was general stability in **Approaching** and **Below**.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.

## ELEMENTARY SCHOOL

# GRADE 5



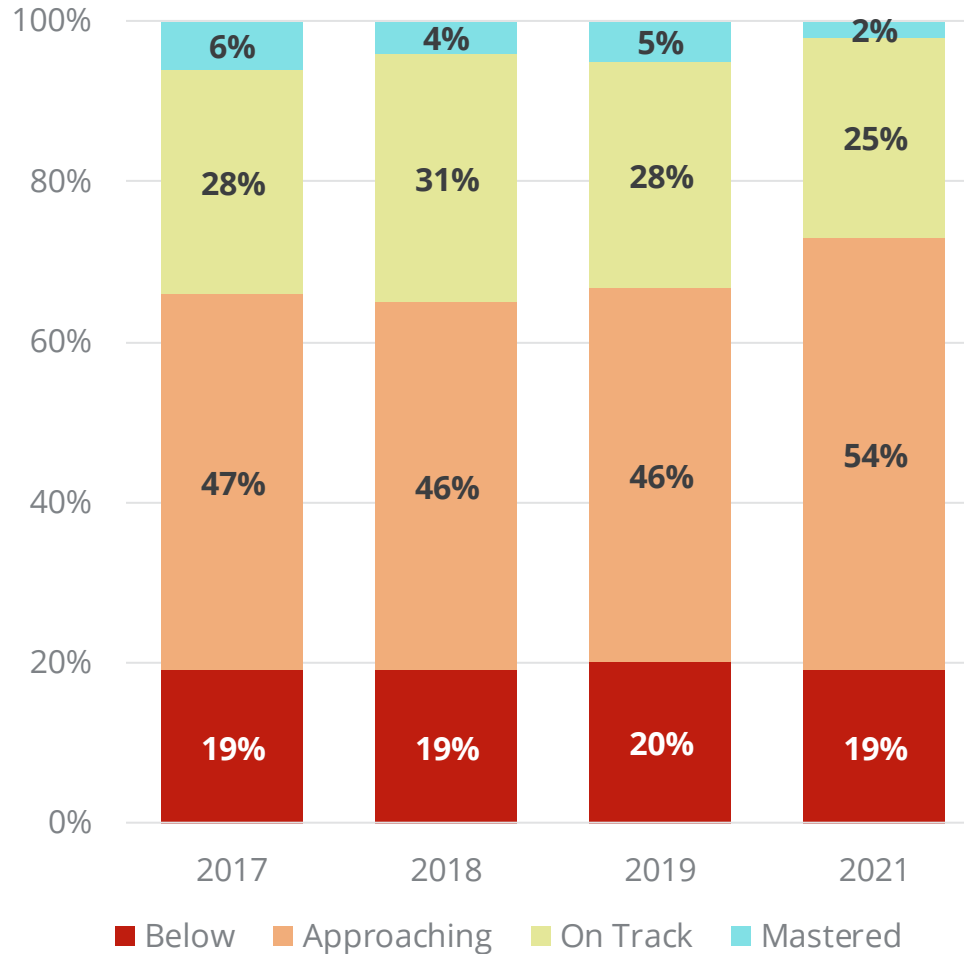
### KEY TAKE-AWAYS

- Proficiency rates in 5<sup>th</sup> grade ELA declined from 36% in 2019 to 29% in 2021.
- Slight declines in students scoring **Mastered**, however this has traditionally been a low percentage of students. These students shifted to **On-Track**.
- There was general stability in **Approaching** and **Below**.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.

SOURCE: Tennessee Department of Education, 2021

# MIDDLE SCHOOL

# GRADE 6

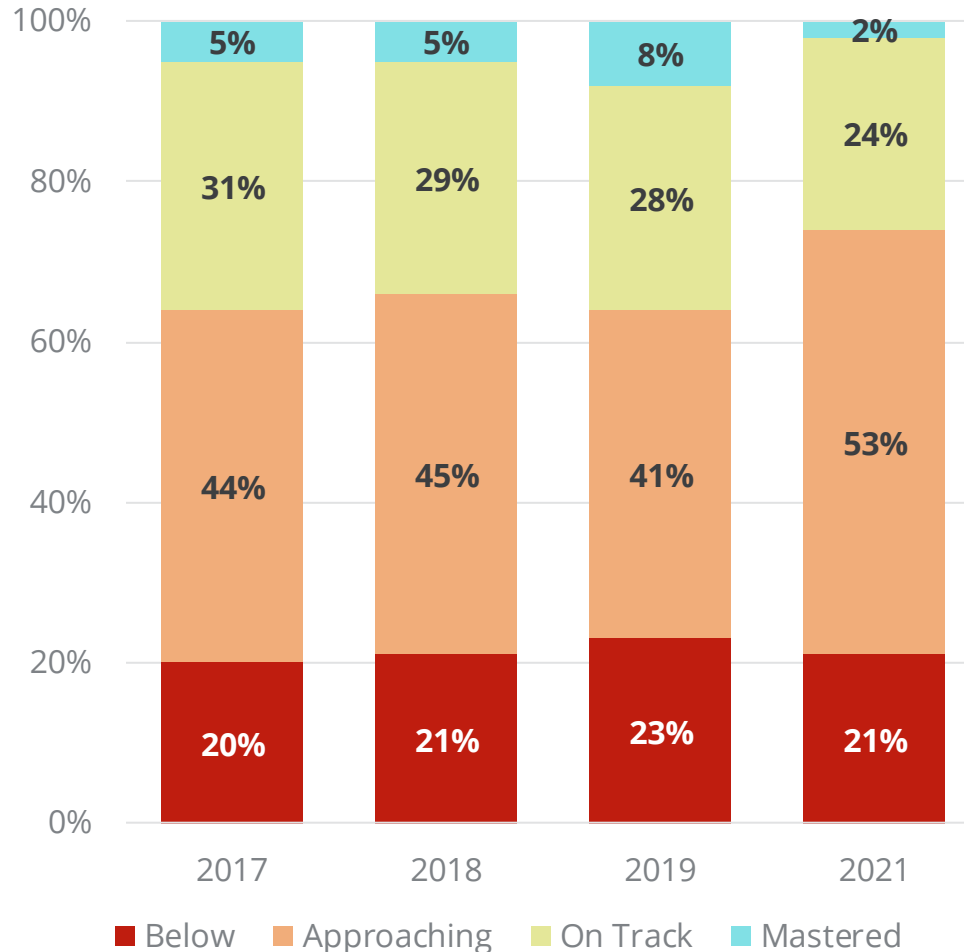


## KEY TAKE-AWAYS

- Proficiency rates in 6<sup>th</sup> grade ELA declined from 33% in 2019 to 27% in 2021.
- 2% of students scored at **Mastered**. Declines observed in students scoring **On-Track**, with those students shifting to **Approaching**.
- There was a significant increase in students scoring at **Approaching**, with **Below** relatively unchanged.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.

## MIDDLE SCHOOL

# GRADE 7



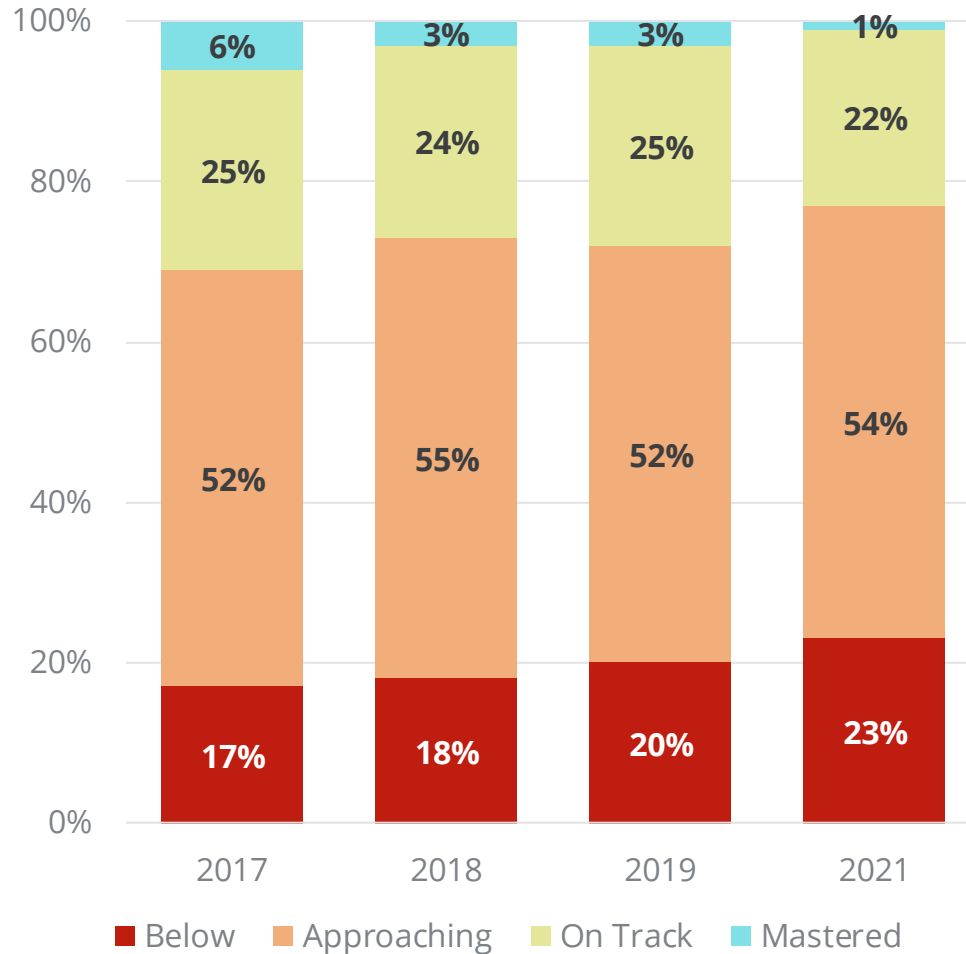
### KEY TAKE-AWAYS

- Proficiency rates in 7<sup>th</sup> grade ELA declined from 34 in 2019 to 26% in 2021. 2% of students scored at **Mastered**.
- Like 6<sup>th</sup> grade, declines observed in students scoring **On-Track**, with those students shifting to **Approaching**.
- There was also a similarly significant increase in students scoring at **Approaching**, with **Below** relatively unchanged.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.

SOURCE: Tennessee Department of Education, 2021

## MIDDLE SCHOOL

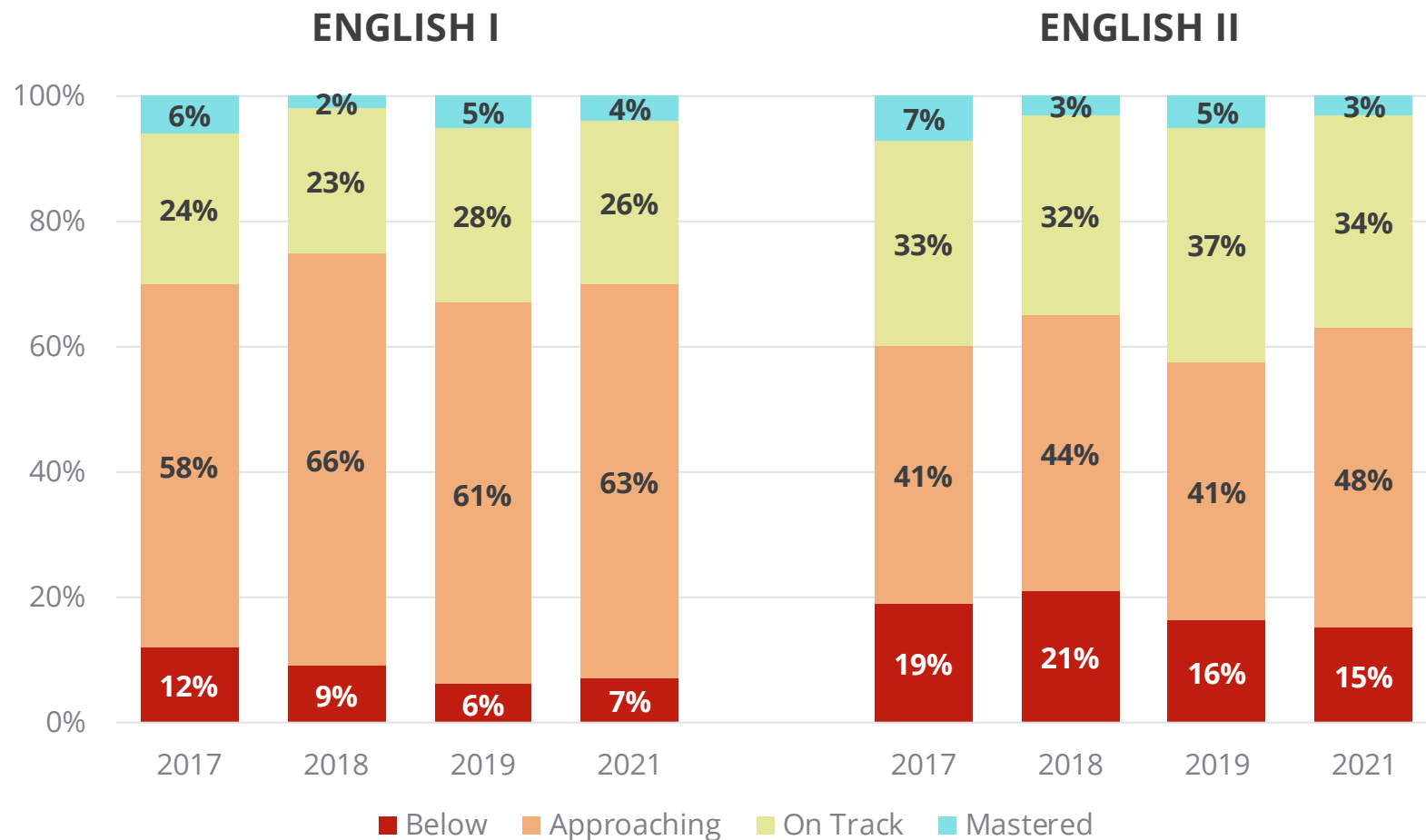
# GRADE 8



### KEY TAKE-AWAYS

- Proficiency rates in 8<sup>th</sup> grade ELA declined from 28% in 2019 to 23% in 2021.
- 1% of students scored at **Mastered**, after consistent declines over the last 5 years. Slight declines reflected in students scoring **On-Track**.
- There was a slight increase in students scoring at **Approaching**, with further increases in students scoring at **Below**.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.

# HIGH SCHOOL END OF COURSE



## KEY TAKE-AWAYS

- English I and English II remained relatively stable, with typical fluctuations noted between years.
- Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.

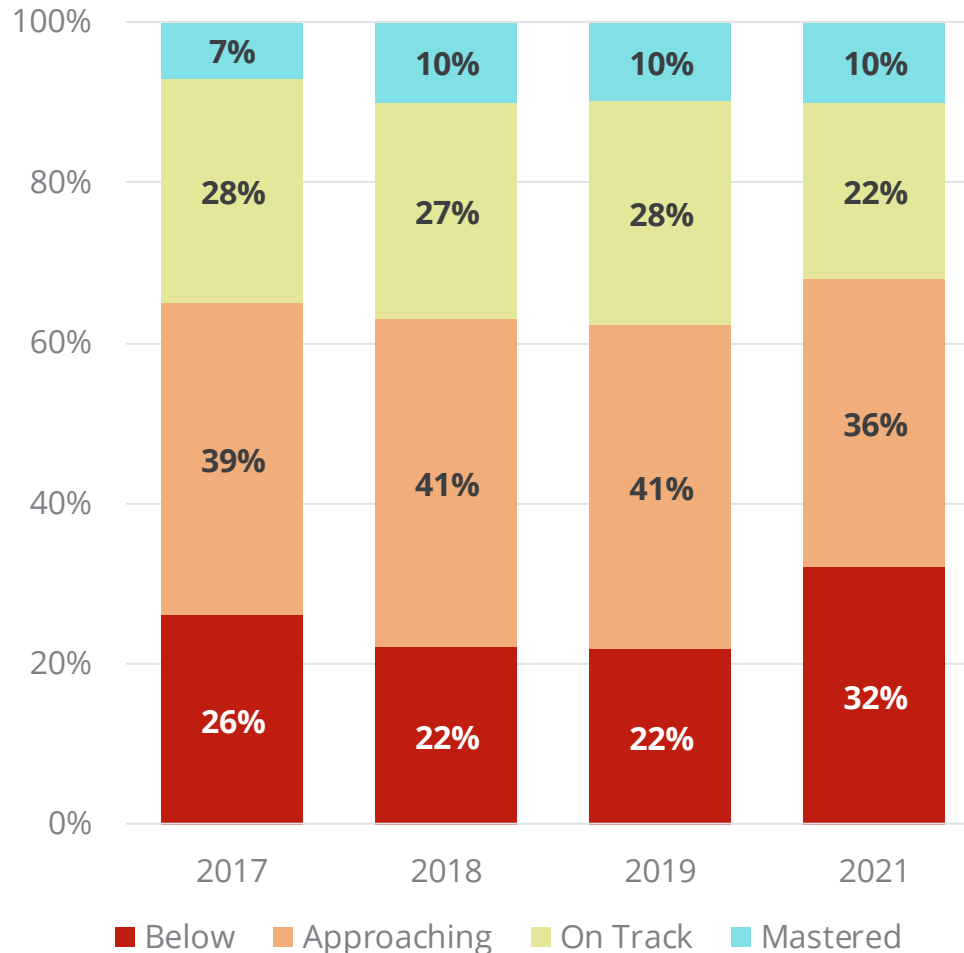


# MATH

FOCUS

## ELEMENTARY SCHOOL

### GRADE 3



#### KEY TAKE-AWAYS

- Proficiency rates in 3<sup>rd</sup> grade math declined from 38% in 2019 to 32% in 2021.
- Stable trends in students scoring **Mastered**, with more students shifting from **On-Track** to **Approaching**.
- Disproportionate **increases** in students scoring **Below**.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.

SOURCE: Tennessee Department of Education, 2021

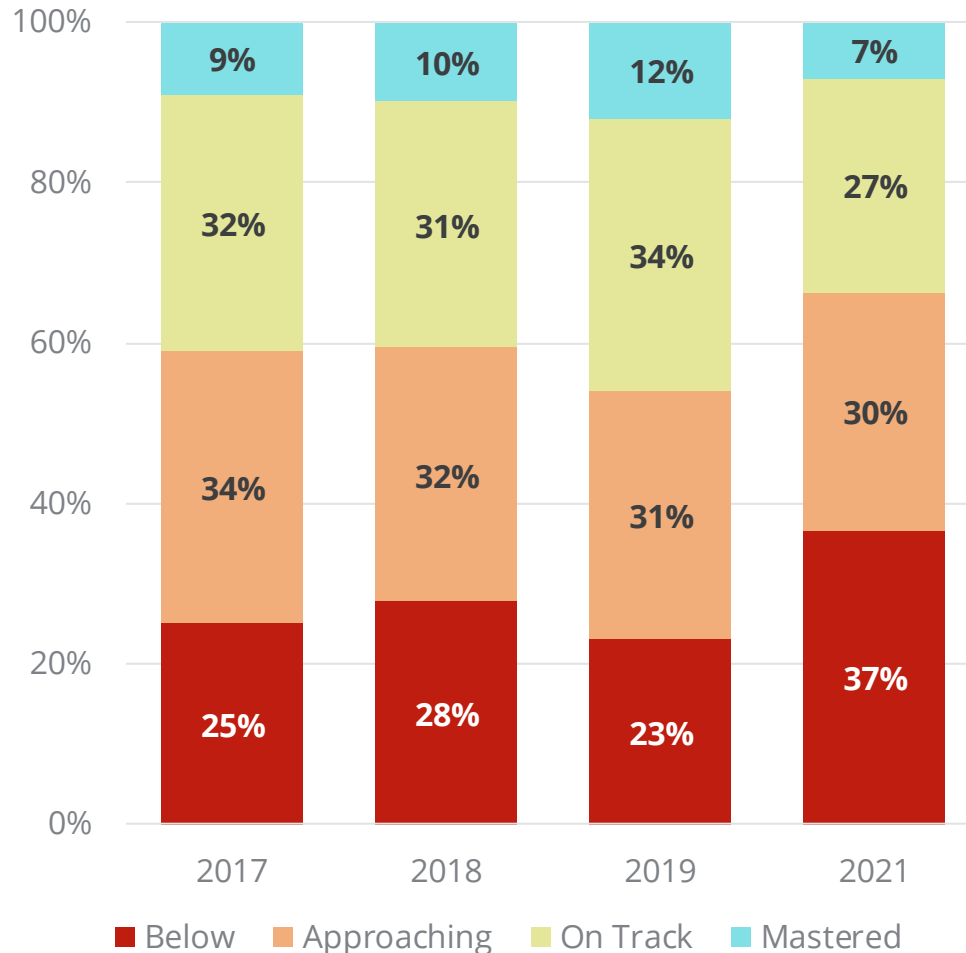


# MATH

FOCUS

## ELEMENTARY SCHOOL

### GRADE 4



### KEY TAKE-AWAYS

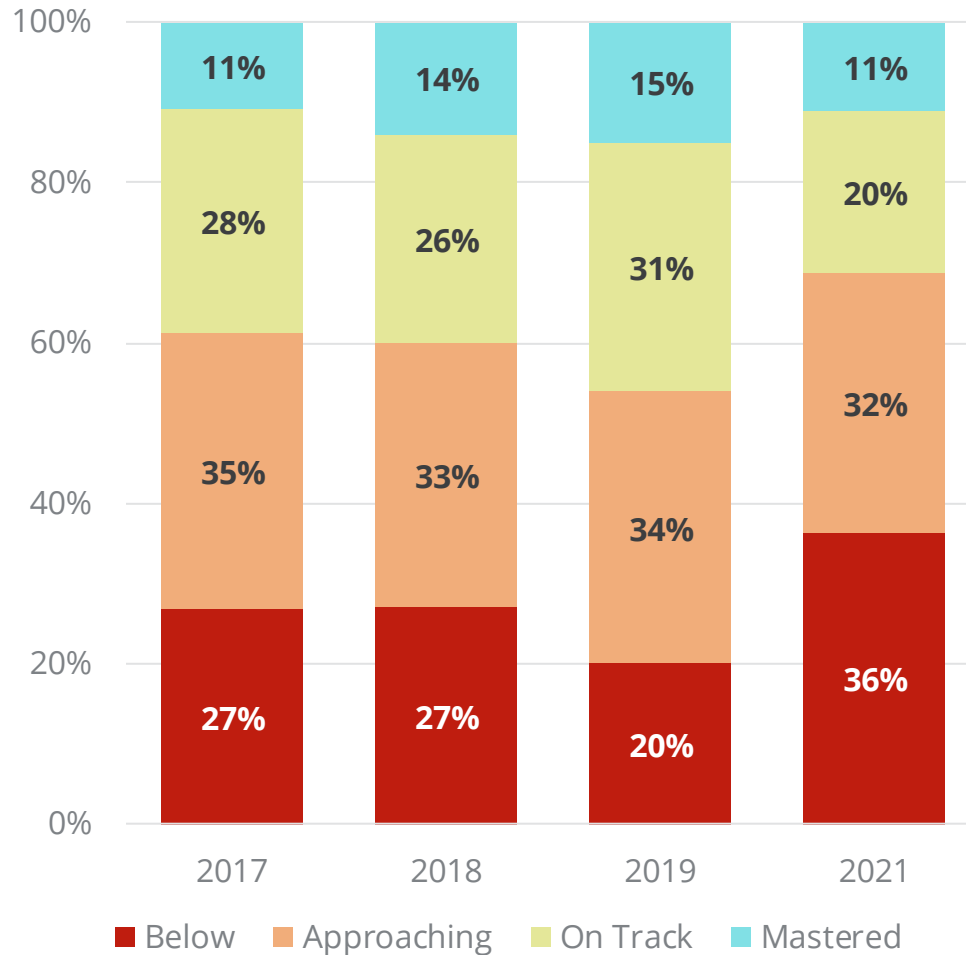
- Proficiency rates in 4<sup>th</sup> grade math declined from 46% in 2019 to 34% in 2021.
- There were declines in students scoring **Mastered** with significant declines in those scoring **On-Track**.
- There was general stability in **Approaching**, but significant increases in the percent of students scoring **Below**.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.

SOURCE: Tennessee Department of Education, 2021



## ELEMENTARY SCHOOL

# GRADE 5



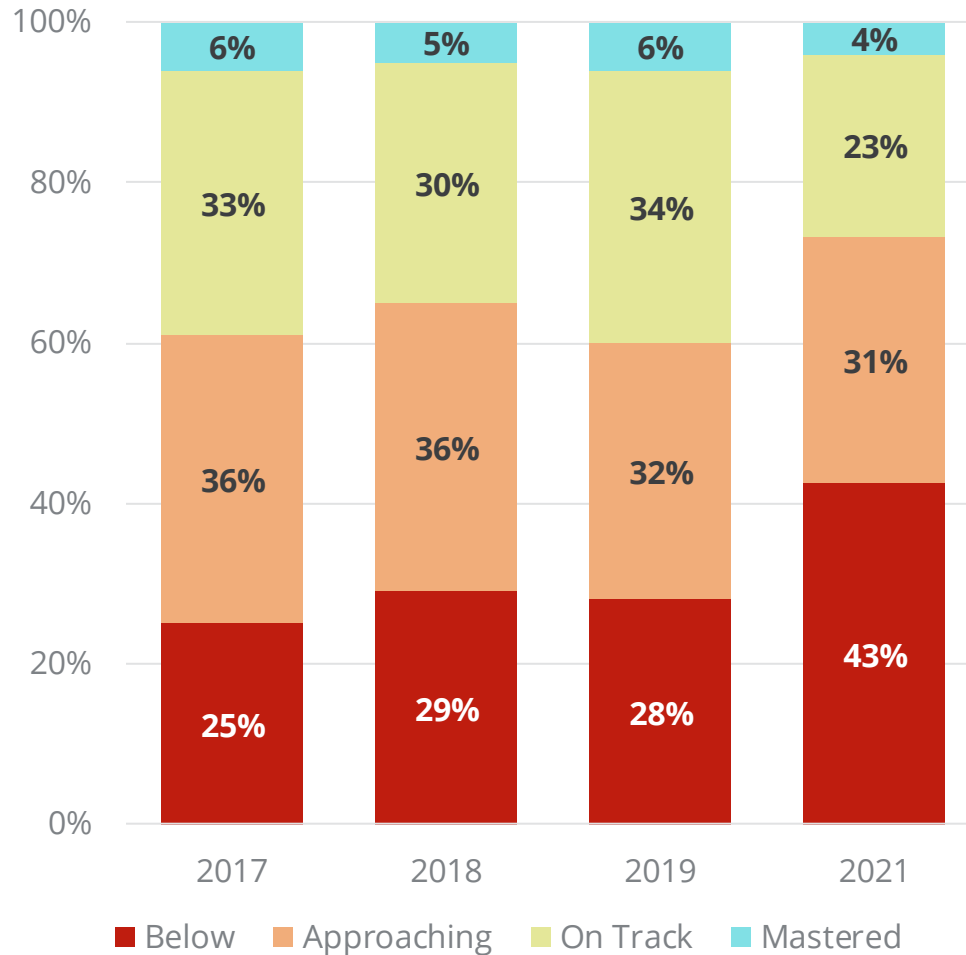
### KEY TAKE-AWAYS

- Proficiency rates in 5<sup>th</sup> grade math declined from 46% in 2019 to 31% in 2021.
- There were declines in students scoring **Mastered**, with significant declines in those scoring **On-Track**.
- There was general stability in **Approaching**, but significant increases in the percent of students scoring **Below**.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.



## MIDDLE SCHOOL

# GRADE 6



### KEY TAKE-AWAYS

- Proficiency rates in 6<sup>th</sup> grade math declined from 40% in 2019 to 27% in 2021.
- There were slight declines in students scoring **Mastered**, with significant declines in those scoring **On-Track**.
- There was general stability in **Approaching**, but significant increases in the percent of students scoring **Below**.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.

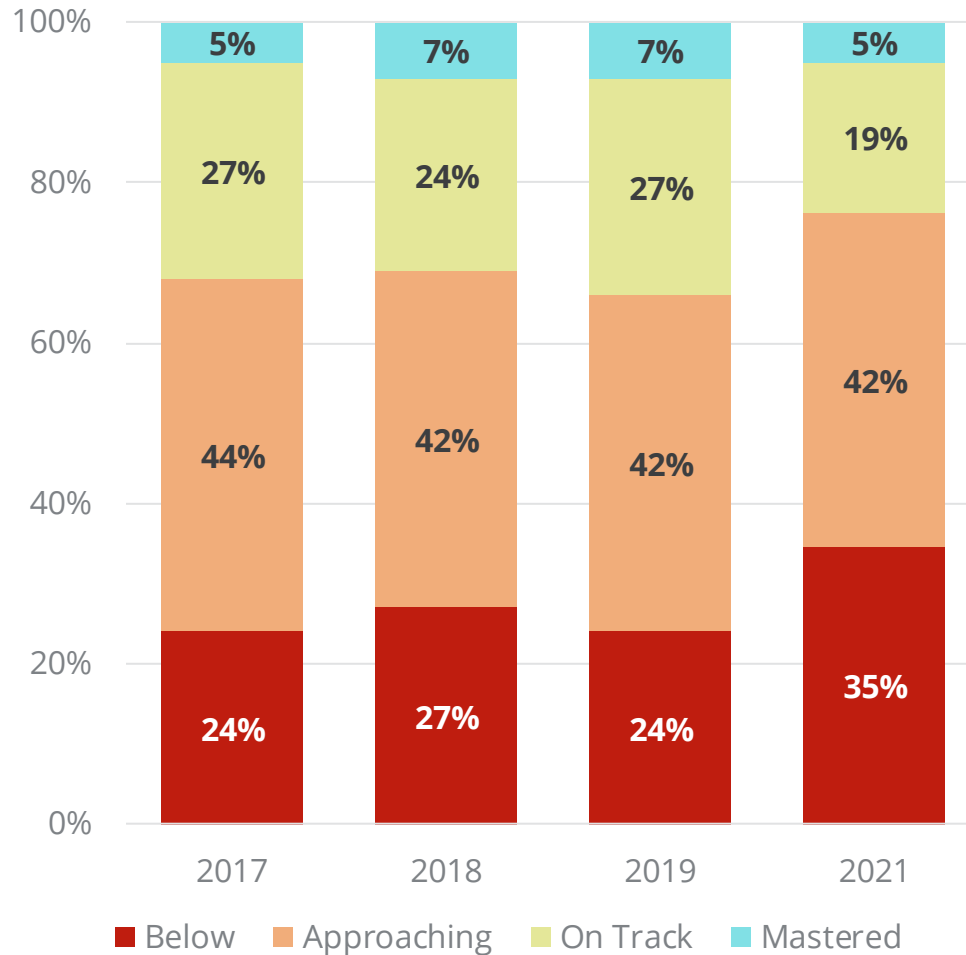


# MATH

FOCUS

## MIDDLE SCHOOL

# GRADE 7



### KEY TAKE-AWAYS

- Proficiency rates in 7<sup>th</sup> grade math declined from 34% in 2019 to 24% of 7<sup>th</sup> graders in 2021, which is a significant concern related to Algebra-readiness.
- There were slight declines in students scoring **Mastered**, with significant declines in those scoring **On-Track**.
- There was no change in **Approaching** and significant declines in **Below**, which reflects that more grade-level instruction is needed.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.

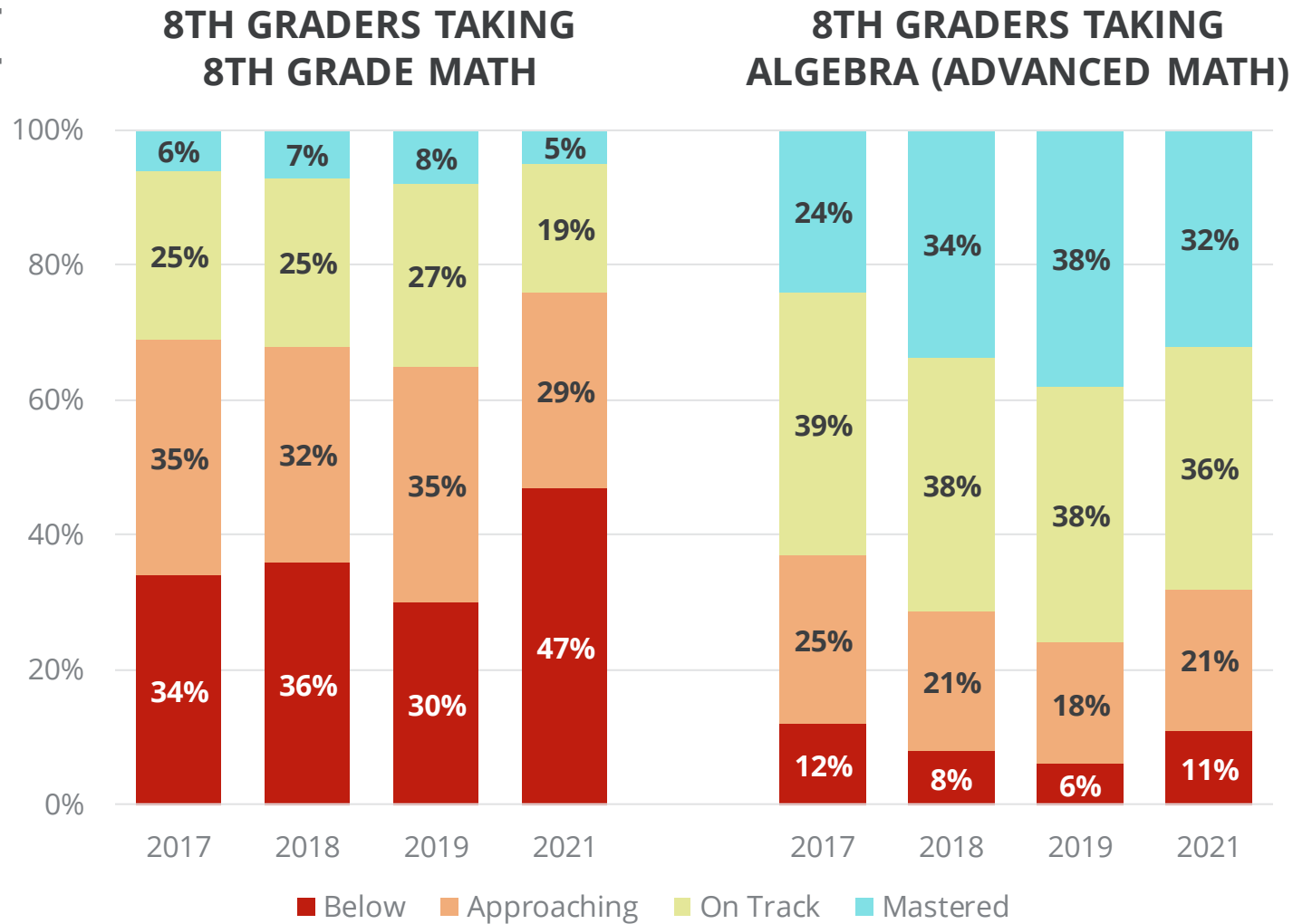
SOURCE: Tennessee Department of Education, 2021



## MIDDLE SCHOOL

### GRADE

# 8



### KEY TAKE-AWAYS

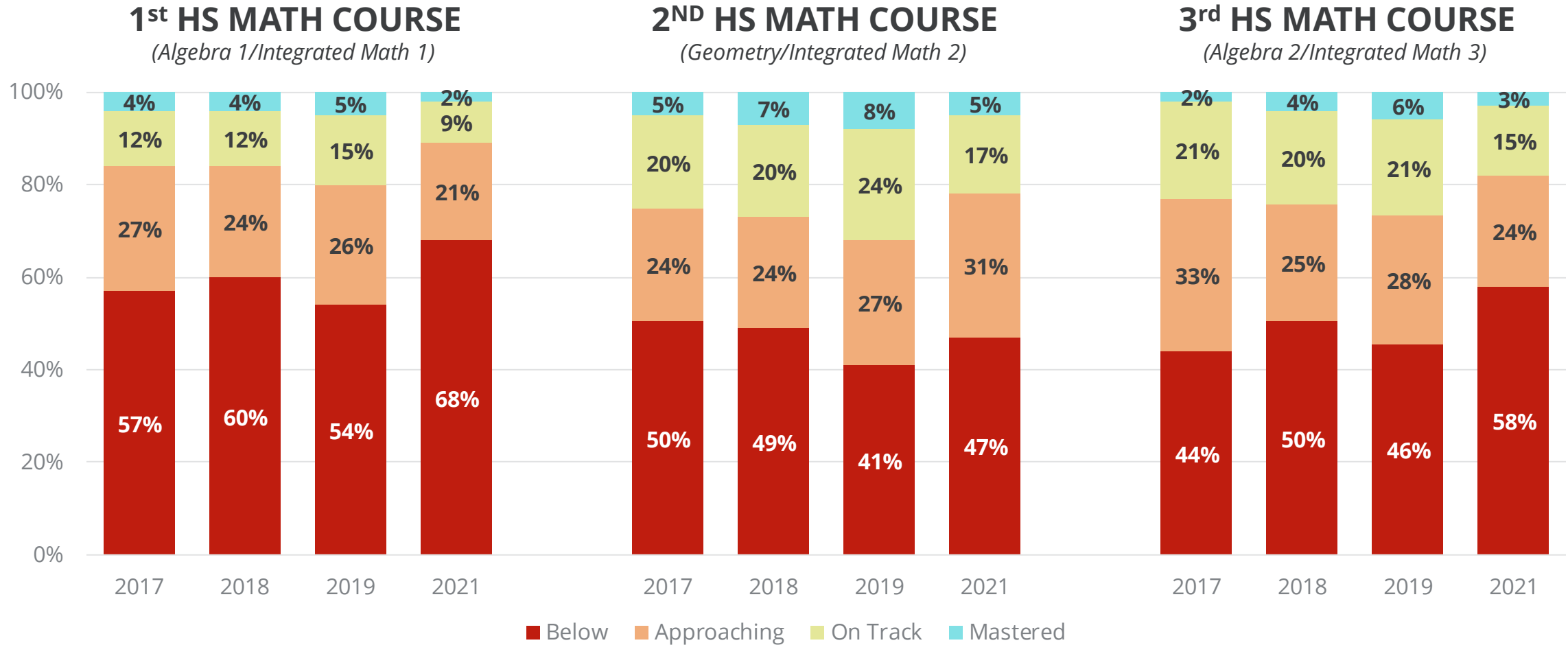
- In 8<sup>th</sup> grade math, there were significant declines in **On-Track** and increases in students scoring **Below**.
- Note:** Fewer students took the Algebra I assessment, which reflects a higher concentration of historically high-performing students. Even then, there were still declines in overall proficiency.



# MATH

FOCUS

## HIGH SCHOOL END OF COURSE



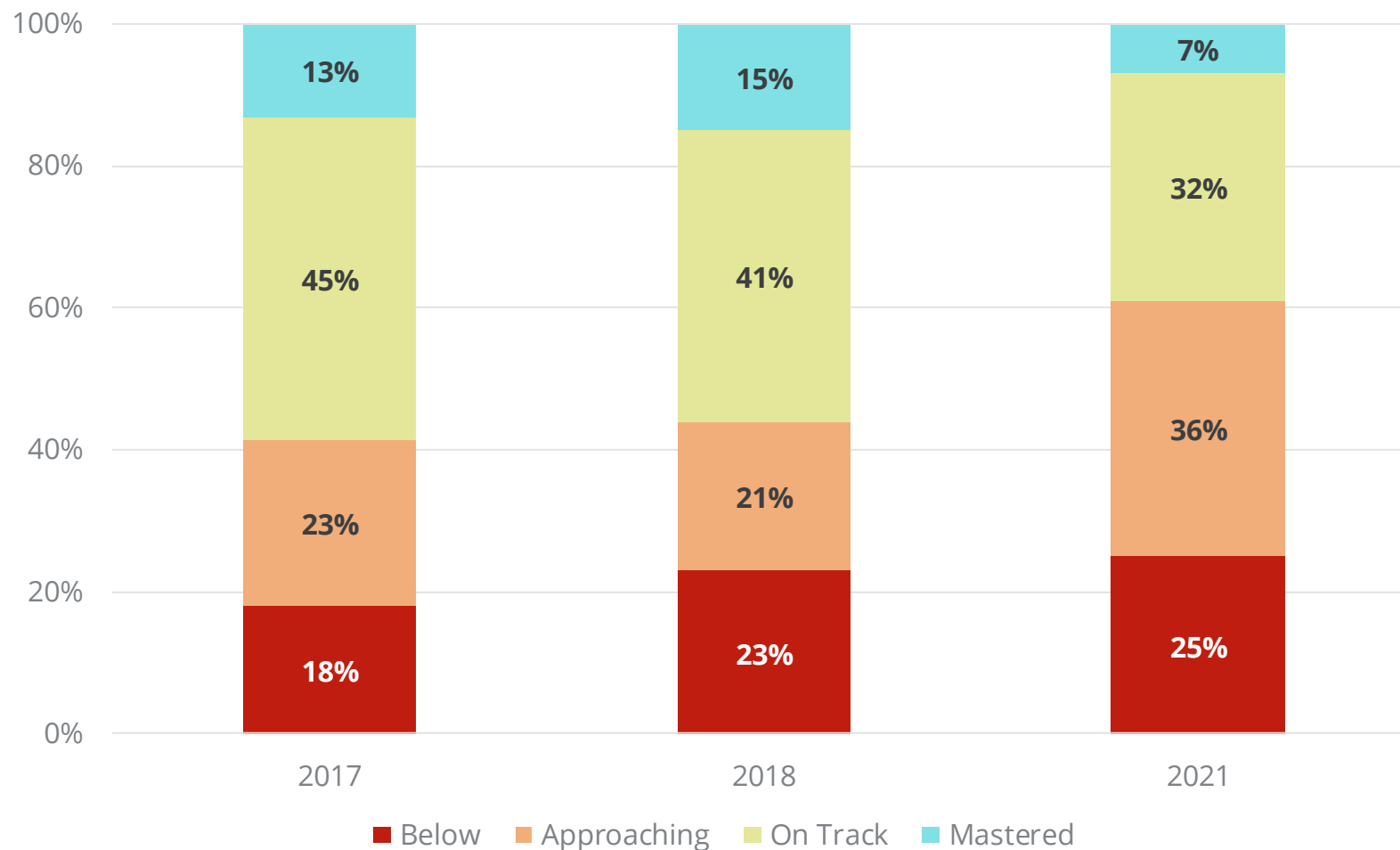
SOURCE: Tennessee Department of Education, 2021

## ELEMENTARY SCHOOL

### KEY TAKE-AWAYS

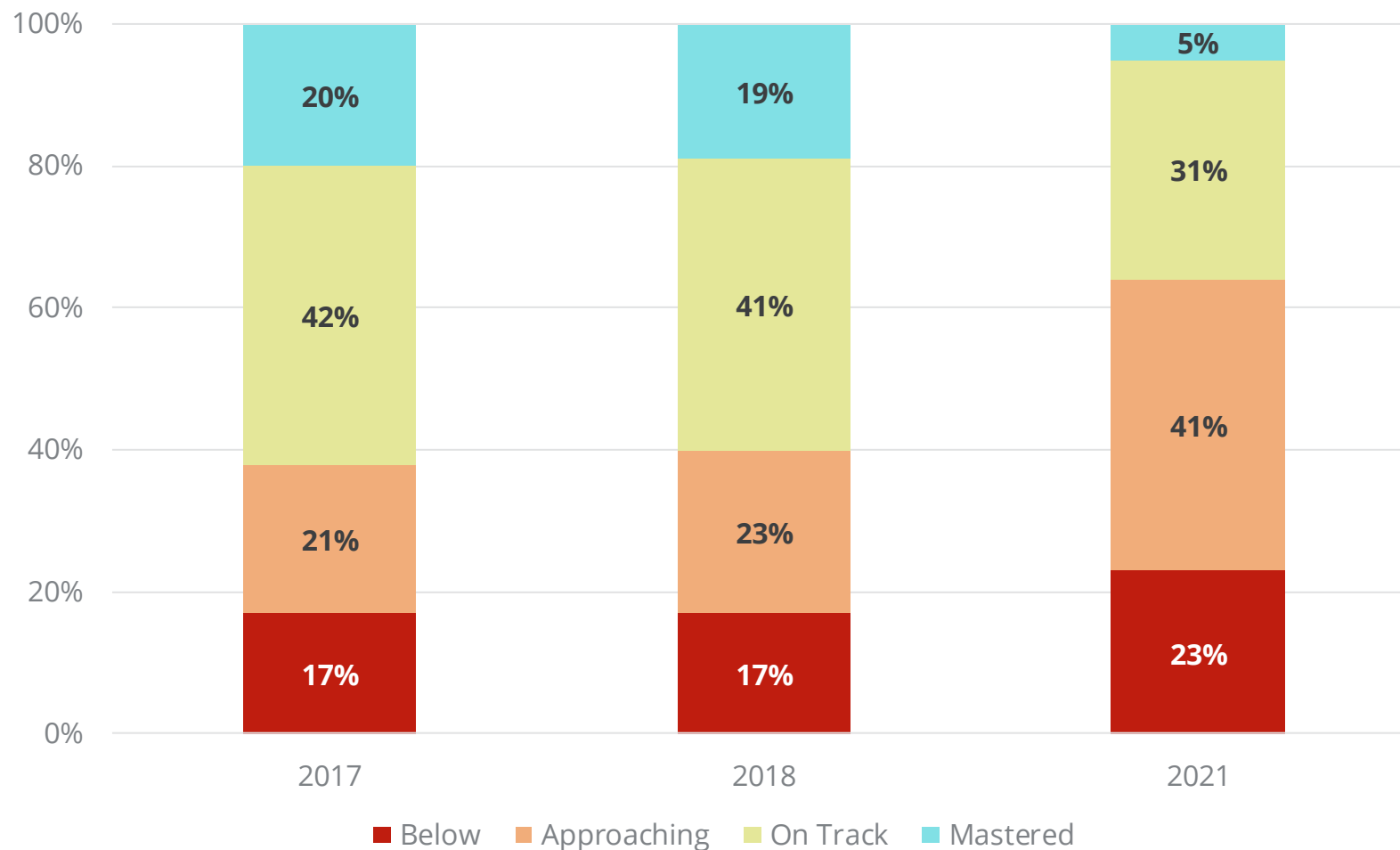
- In elementary science, proficiency rates dropped from 56% in 2018 to 39% in 2021.
- There were declines in students scoring **Mastered** and **On Track**.
- There was an increase in students scoring **Approaching** and a slight increase in students scoring **Below**.

*\*There were no operational science tests administered in Spring 2019.*



### KEY TAKE-AWAYS

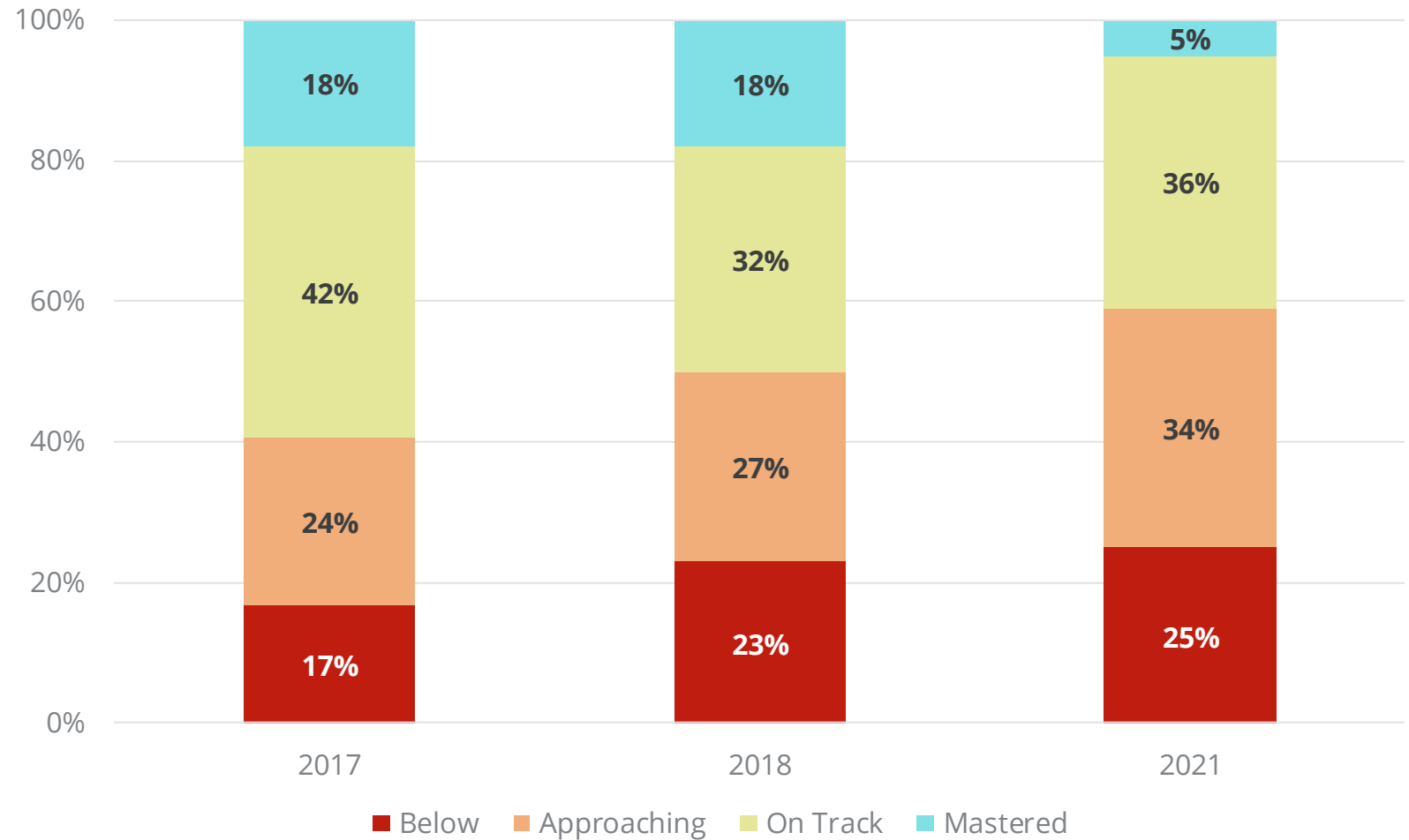
- In science, the largest decline was in middle school, which saw proficiency decreases from 60% in 2018 to 36% in 2021.
- There were slight declines in students scoring **Mastered** and **On Track**.
- There was an increase in students scoring **Approaching** and **Below**.



*\*There were no operational science tests administered in Spring 2019.*

### KEY TAKE-AWAYS

- In high school, proficiency rates in science declined from 50% in 2018 to 41% in 2021.
- There were slight declines in students scoring **Mastered** and **On Track**.
- There was an increase in students scoring **Approaching** and a slight increase in students scoring **Below**.



*\*There were no operational science tests administered in Spring 2019.*



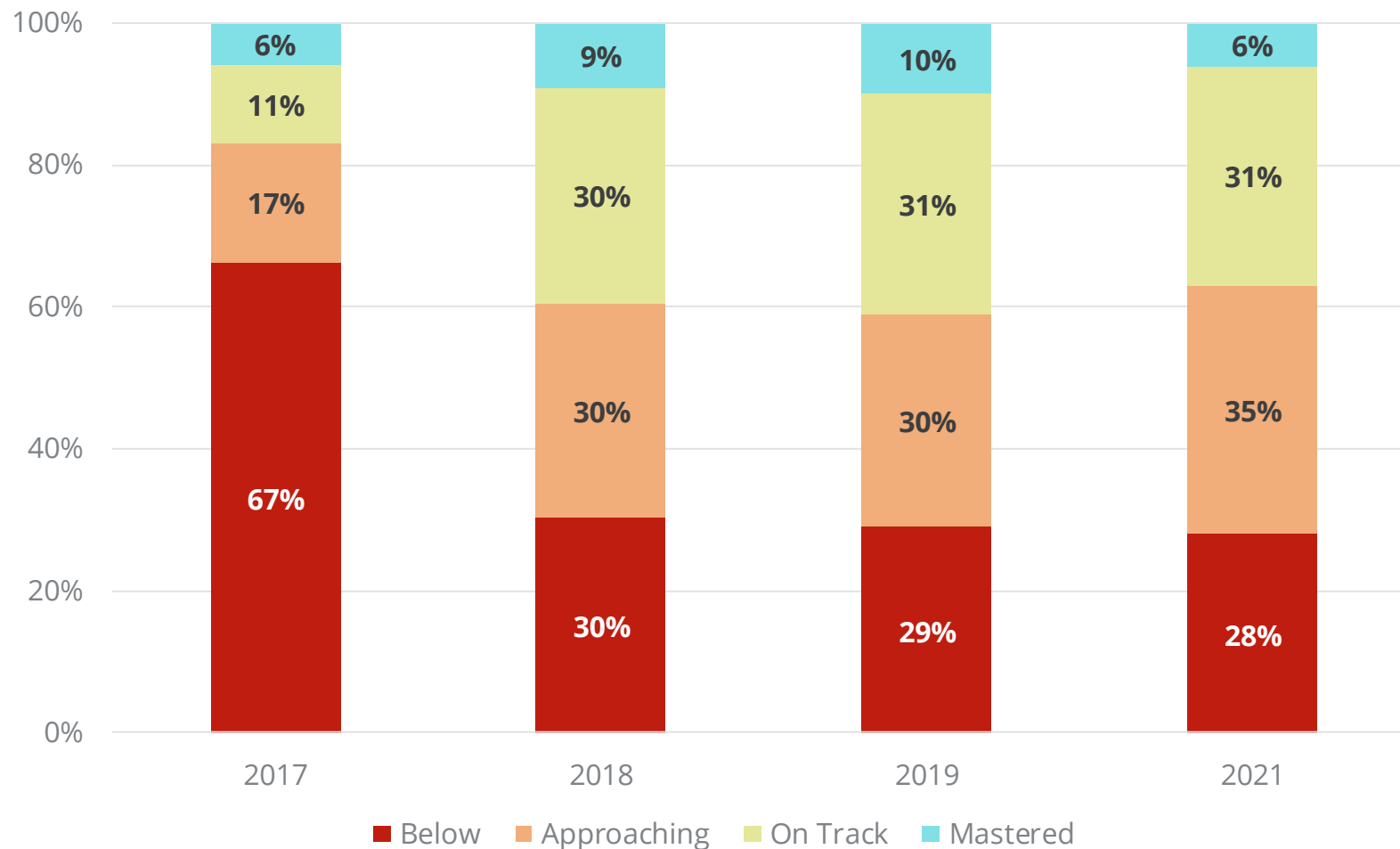
# SOCIAL STUDIES

FOCUS

## MIDDLE SCHOOL

### KEY TAKE-AWAYS

- Overall proficiency declined from 41% of middle schoolers in 2019 to 37% in 2021.
- There were slight declines in students scoring **Mastered**.
- There was an increase in students scoring **Approaching**.
- **Low-income** students, **urban/suburban** students, **English learners**, and **students of color** were most negatively impacted.



SOURCE: Tennessee Department of Education, 2021



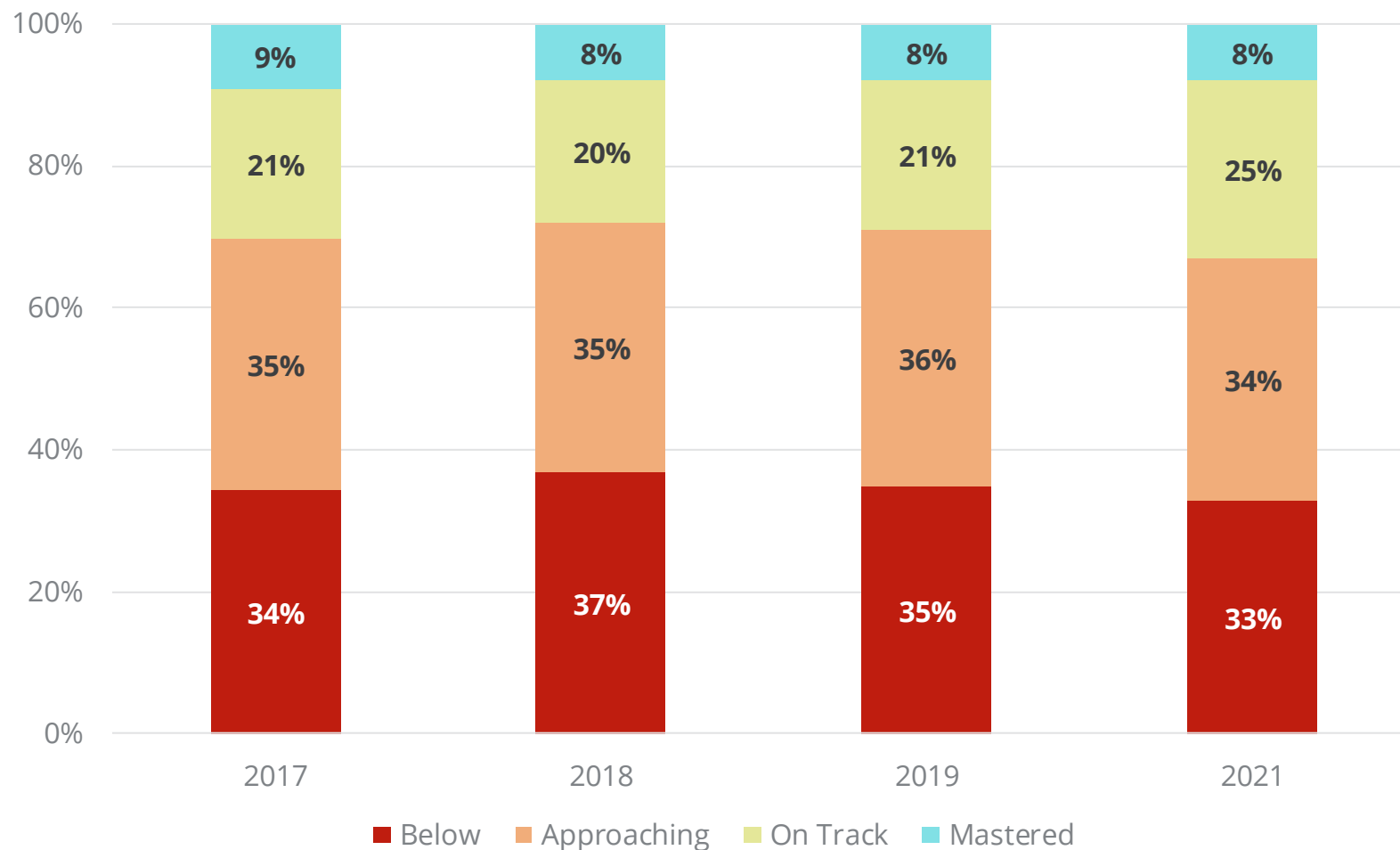
# SOCIAL STUDIES

FOCUS

## HIGH SCHOOL

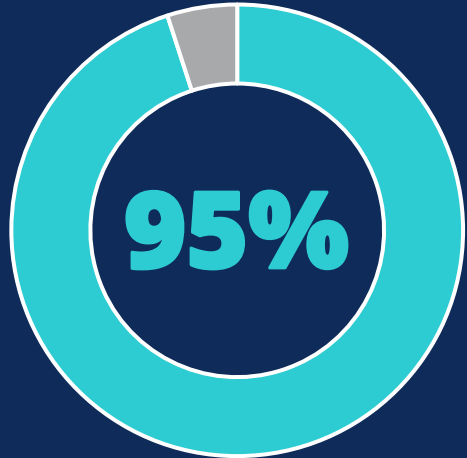
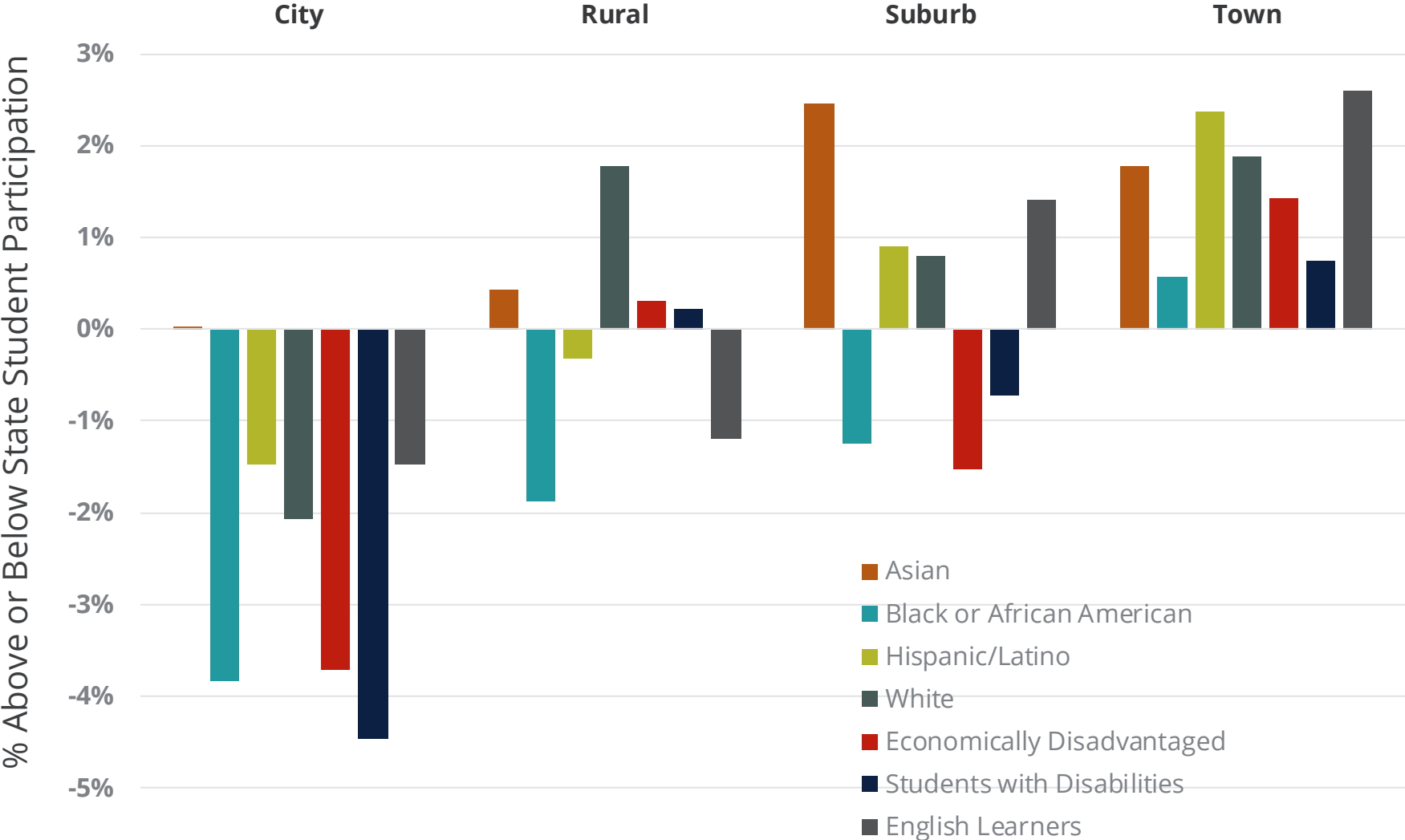
### KEY TAKE-AWAYS

- Overall proficiency increased from 29% of high schoolers in 2019 to 33% in 2021.
- The increases were exclusively for those students scoring **On Track**.
- There was a 2-point decrease in students scoring both **Approaching** and **Below**.



SOURCE: Tennessee Department of Education, 2021

# Student Participation Breakdown



**State TCAP**  
**PARTICIPATION**  
**RATE**